The WTO Chairs Programme,
School of Economics, University of Nairobi

GENDER AND DEVELOPMENT

TRAINING MANUAL

FOR

CROSS BORDER OFFICIALS

By

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ABBREVIATION AND ACRONYMS

ADB   Africa Development Bank

ATPC   Africa Trade Policy Centre

AUC   African Union Commission

COMESA Common Market for Eastern and Southern Africa

ECA   Economic Commission for Africa

FGM   Female Genital Mutilation

GAD   Gender and Development

GBV   Gender Based Violence

GLTFP   Great Lake Trade Facilitation Project

GRB   Gender Responsive Budgeting

SGBV   Sex Gender Based Violence

SIDA   Swedish International Development and Cooperation Agency

SRF   Social Relations Framework

TNA   Training Needs Assessment

TOT   Training of Trainers

UNDP   United Nations Development Program

UNFPA   United Nations Population Fund

UNNIFEM United Nations Development Fund for women

WID   Women in Development

PART ONE: About the Manual on Gender and Development

1.0 Introduction

1.1Background

The Common Market for Eastern and Southern Africa (COMESA) has been implementing a work programme supporting small-scale traders, through the COMESA Simplified Trade Regime and COMESA Trade Information Desks (TIDs) at key border crossings in the COMESA region. The COMESA STR and TIDs were further strengthened by the Regulations on Minimum Standards for Treatment of Small Scale Cross Border Traders adopted by the COMESA Council of Ministers at the Thirty-Third Council meeting held in December 2014. These regulations enshrine the Charter for Cross-Border Traders, the implementation of which is supported by the Great Lakes Trade Facilitation Project (GLTFP). Additionally, the project contributes to implementation of the COMESA Gender Policy through mainstreaming of gender in the GLTFP activities.

With an aim to contribute to capacity building and a sustainable information dissemination mechanism especially tailored for the cross-border traders' level of understanding, the GLTFP commissioned development of five Training of Trainers (TOT) manuals. The five manuals cover various aspects in relation to the cross-border trade including: the simplified trade regime (STR); customer management; gender and development concept; gender-based violence (GBV); and; training management and delivery. After the training manuals have been developed, potential trainers from each of the three GLTFP participating countries will be trained, and will in turn be expected to train cross border traders and border officials from their respective countries in the great lakes region.

This manual introduces the gender and development concept and what it means in relation to trade and trade facilitation at the border posts. This Training of Trainers' (TOT) manual is for use by trainers for the training on cross border trade in great lakes region. The target for training includes cross border traders and the different officers stationed in various border posts.

This manual aims at providing a tool for training cross border officers such as trade information officers, custom officers and others on gender issues that they need to be aware of and how these issues can be addressed in order to not only increase cross border trade but also empower the traders.

As a trainer, when planning and implementing training, you should exercise flexibility and incorporate additional training materials and a method to strengthen what is provided for in this manual.

It is important to note that this is a standard training manual on gender. It is not a one stop source of professional answers on gender issues. You should use the manual as reference material when designing training programs on gender.

This manual is divided into 5 modules. Each module is divided into sections which contain the following sub-sections:-

- Introduction
- Objectives of the topic
- Training methods
- Learning resources
- Contents of the topic which are also divided into sessions
- Key message of the module
- Question and Answer

You can use all the modules or some of them depending on what the target group requires and according to specific needs.

1.2 Developing of the Manual

Development of this manual involved review of various documents, training needs assessment, peer review and review of the draft manual by COMESA experts.

1.2.1 Literature Review

Various documents were reviewed in the process of preparing this manual. These include the COMESA gender policy, COMESA gender manuals, UNDP and OXFAM documents on gender mainstreaming, UNIFEM and UNFPA documents on gender responsive budgeting, FEMNET Training Manual on Gender Based Violence, World Vision Gender Training tool kit and many others.

1.2.2 Training Need Assessment

A training needs assessment (TNA) was undertaken with a view to identifying the specific areas for training for both cross border traders and the border officials in the great lakes region. The process of the training needs assessment involved field border visits to the three

GLTFP participating countries of DRC, Rwanda and Uganda. The field mission was undertaken during the period 4th-13th March and targeted three GLTFP border post areas of Ruzizi/ Bukavu (Rwanda/ DRC); Rubavu/ Goma (Rwanda /DRC); and; Bunagana/ Bunagana (Uganda DRC).

More specifically, the field mission sought to gather information with respect to earlier trainings undertaken for cross border traders and officers working in the three border posts visited, with a view to identifying training gaps. During the mission, interviews were carried out with cross border traders, border officers and cross border associations or cooperatives as well as consultations with the GLTFP project implementation leaders. Information gathered through the observations, interviews and consultations was used to inform the preparation of the TOT materials on the five areas identified for training.

1.2.3. Peer Review

Experts developing the five TOT manuals held a peer review workshop in Nairobi on 26th April 2018, where the experts' team reviewed the draft manuals, suggesting changes and recommendations which improved the draft manuals.

1.2.4 Review of Draft Manual by COMESA experts

1.2.5 Issues Related to Gender and Development

Several gender issues in cross border trade were identified by the traders, border officials, trade associations and key informants during the training needs assessment. These include:

1. Women fear for their lives and insecurity at the borders especially in Goma and Bunagana DRC, as border points lack proper lighting, which made them vulnerable to harassment. In Bunagana for example, borders closed early at 18 hours (one of the reasons being lack of proper lighting). There is also a time difference between DRC and Uganda. Traders crossing the Bunagana border DRC at 1730 hours DRC time find the Uganda border side closed (since time here would be 1830 hours) and hence are forced to spend the night in the open in no man's land. Lack of accommodation facilities coupled with lack of proper lighting expose women cross border traders to harassment by border officers stationed at no man's land.

2. Some women traders carried their businesses along with their small children of up to 2 years because of lack of facilities to leave their children.

3. Lack of proper sanitation facilities, which are also gender sensitive. One woman trader made this recommendation: "the one stop border post should have all the facilities for both men and women and these should be kept clean. The facilities should also provide for disposing off used sanitary pads".

4. Women traders complained that they get embarrassed when searched by male security officers since they touch them inappropriately as told by one female trader. "The border police usually search us female traders and this is done by both male and female police officers. The male officers touch us inappropriately".

5. There are more female than male traders but there are more male than female border officers including security officers. At Goma small border for example, there were no female officers.

6. Men fear for their lives when they engage in cross border trade especially in Bunagana, because of conflict situation in DRC, when arrested in Bunagana DRC side, they may never return, or are taken to prison in Kinshasa which is many miles away from Bunagana.

7. Male border officers (including security officers) are sexually harassed by the women traders as women use their sexual power to pass goods at the border.

8. Some of the gender harassment is because female small scale traders seek favours when they are in the wrong. Female traders are therefore sexually harassed while men have to pay bribes.

9. Some female cross border traders hide their wares under their clothes, which prompts their being searched, and sometimes they are touched 'inappropriately' by the security officers.

10. Female cross border traders have limitations in accessing appropriate transportation means and also pay higher transportation costs across the borders.

Training areas identified for border officers with regards to gender awareness are:

1. Gender awareness (concepts of gender and trade; border facilities which are gender sensitive, reproductive roles and trade).

2. COMESA regulations on minimum standards of treatment for the cross border traders.

3. Rights and obligations of officers and traders. Female traders should only be checked by female traders.

4. Gender audit.

5. COMESA gender policy.

6. Gender mainstreaming, including in employment of border officers.

7. Gender responsive budgeting when coming up with the entire border infrastructure to cater for both men and women whether traders or border officials.

8. Reproductive roles and their implications on trade.

1.3 Learning Outcomes

The broad objective of this manual is to sensitize trade information officials, customs officials and representatives of cross border associations on gender issues and to impact skills on gender awareness, gender analysis, gender mainstreaming and gender responsive budgeting.

By the end of this session, participants should be able to:

➢ Describe and explain the basic concepts in gender and development;

➢ Explain the concepts of gender awareness, lobbying and advocacy;

➢ Describe and explain the concept of gender analysis;

➢ Identify the various approaches and strategies of gender mainstreaming and integration;

➢ Discuss the process of gender responsive budgeting.

1.4 Training Methods

There are various training methods that you can use during the training as long as they are participatory and very little of lecturing. In participatory training, learners are regarded as active participants in the training process. Their needs and questions, reflection, analysis and strategies for change carry the process forward. You can use brainstorming, lecture/talk, role-play, case studies, demonstrations, questions and answers, discussions and group exercises. However, you will need to get connected with the target group before starting the training. You can use any of the following ice-breakers.

1.4.1 Ice-breakers

➢ **Pair introductions** *(useful when then group is not acquainted beforehand)*

Ask the participants to form pairs to learn about their immediate partners, taking a few minutes to find out the other's name, job, reason for attending the training, etc. Specify the

information to be gathered. Afterwards, have participants introduce their pair-partners to the rest of the group.

➢ **Good news**

Invite all the participants to share with the person next to them the best thing that has happened to them this week/month/year. Give the pairs a few minutes for discussion. Then go around the room and have each pair quickly share their partner's news with the rest of the group. If there are members of the group who do not know each other yet, this warm-up can be combined with pair introductions.

➢ **Symbols**

Invite each participant or a team of participants to choose something that they can present as a symbol of their lives, their organization, their work, their community, etc. The exercise can include drawings or objects which serve as symbols. Participants will need 10-15 minutes for the task.

Afterwards have each person or group explain how they selected their symbol, and what it means to them.

➢ **Throwing the ball**

Tear a piece of paper off the flipchart and, roll it into a ball, and tape it together. Toss the ball around between the members and have participants call out something when they catch it.

Example:-

- The most interesting thing they have learned so far.
- The emotion they are feeling right now.
- The concept, feature, or method of participatory appraisal that is most significant to them.

➢ **Years of experience**

Have the group stand in a circle. Using the "throwing the ball" method above or any other, elicit comments in a staggered way (not in order of the circle). Have each person call out the number of years of work experience they have. As each person says a number, write it on a flip chart. After everyone has finished, add up the numbers to get the total number of years of experience in the room. Explain that this is why it will be a group of people learning from each other, rather than just the trainees learning from the trainer.

➢ **Secrets (useful with a group which is already acquainted**)

Have the group form pairs, and ask each person to tell their pair-partner something about him/herself that no one else in the room knows. Then have everyone take turns in sharing their partner's secret with the large group.

After the ice breaker provide a brief presentation of the module and thereafter divide participants into small groups of 4-5 participants for group exercises at the beginning of each module or at any time as the case may be. After that reconvene the entire group and give a summary of the discussion.

The whole module should be completed by asking participants if they have any questions or comments related to the presentation. The feedback from the participants shall assist you in making useful changes to future presentations.

The learning resources should always be available before you start the training. These are: Flip chart/flipchart stand, plain papers, note books, soft boards, pins, marker pens, masking tape, Meta cards, LCD projector and computer

At the end of every module, you should check the level of understanding by the participants. This can be in the form of question and answer at the end of every manual. Therefore, as an instructor and on a daily basis assign a group of participants to provide a quick summary of the content of the previous day and key learning points. Or simply float this in the plenary and get responses from participants. You can also ask the participants to ask questions or seek clarification on any areas that they did not understand and you can allow other participants to help in answering the questions and thereafter, give a final answer or clarification.

At the end of the entire training, you can design some forms for participants to fill to give you feedback on how the training has been, whether it met their expectations and proposals on improvement.

1.5 Organization of the Manual

This manual is divided into 5 modules. Module 1 describes the concepts of gender, sex and other related concepts while module 2 introduces the participants to the concepts of gender awareness, lobbying and advocacy. Module 3 is on gender analysis while module 4 discusses the various approaches and strategies used in gender mainstreaming and integration. The last module is module 5 which describes the process of preparing a gender responsive budget. The manual is expected to take 3 days of training.

Part 2: The Modules

2.1: Module 1: Introduction to Gender and Development Concepts

2.1.1 Introduction

This module introduces the participants to the gender and development concepts. It starts by defining the terms gender and how it differs from sex. It also describes the concept of gender mainstreaming and introduces the other terms related to gender and development. It is divided into four sessions. It will take 4 hours.

2.1.2 Objectives

By the end of this module, the participants should be able to:

➢ Define the term gender, sex and other terms
➢ Discuss other gender related concepts;
➢ Describe the concept of Gender Policy, Gender Gap and Related Terms
➢ Explain the concepts development, Women in Development and Women and Development.

2.1.3 Training Methodology

In this module, you can use a mixture of the following training methods: brainstorming, lecture/talk, role-play, case studies, demonstrations, questions and answers, discussions and group exercises. This module has four sessions and each session should take at least one hour giving the module 4 hours.

Sample Exercise: The Childless Couple

Ask participants to form pairs, preferably of females and males, and assume that they are a married couple. Then present the following scenario. You have been childless for a long time. One night, God appears to you in a dream and promises to give you one child. But you must tell God whether you prefer a boy or a girl. State the reasons why you would choose either.

Provide time for the couples to discuss and make a choice. Record the numbers choosing the boy and those choosing the girl. Then randomly ask each couple to give reasons for their choice and record the responses.

Use the responses to point out that even before the birth of a child, people already have a discriminatory attitude. Once the children are born, the process of fitting them into the

perceived roles begins in earnest. This is where the cycle of discrimination against the female folk begins.

2.1.4 Sessions

Session One: Gender, Sex and other concepts

Time: 1 Hour

Objectives

By the end of this session, the participants should be able to**:**

(i) Differentiate between the term gender and sex

(ii) Describe social construction of gender and the relationship between gender and culture

(iii) Differentiate between gender roles and gender division of labour

(iv) Define the term gender relation

Learning resources

Flip chart/flipchart stand, plain papers, note books, soft boards, pins, marker pens, masking tape, Meta cards, LCD projector and computer

Methodology and process

The following 5 steps will be used in this session.

Step One: Ask the participants what they understand by the term gender and how is it different from sex? Using Table 2, answer whether the statement is true or false, personal opinion, belief or generalization, distinguish which is "gender" and which is "sex" and give reason for your answer.

Table 1: Gender and Sex Question and Answer

Statement	True/False	True/false (personal opinion/belief/generalization)	Sex (S) or Gender (G)	Why?
Women give birth, men do not				
Women are more loving and caring				
The most important role of the man is to be breadwinner and head of the household.				
Men think and act more rationally than women				
Women can menstruate while men cannot				
Women make poor managers				

Most men are taller than women				
According to united nations statistic, women do 67 per cent of the world's work, yet their earnings for it amount to only 10 per cent of the world's income				
Women have developed breast that are usually capable of lactating, while men do not				
Study show that girls perform better in girls-only class room situation				
Sex is not as important for women as it is for men				
Men cannot be sexually harassed				
Only men can provide the sperm for fertilization				
In a study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building				
Women are the weaker sex				
Men do not cry				

Source: The Oxfam Training Manual, 1994

    Step Two: Ask the participants to use the Meta cards to write as many terms on gender and sex as they can.

    Step Three: Ask them to discuss this in their groups.

    Step Four: Ask each group to nominate one of them to write down what they have come up with as the agreed definitions of gender and sex on a flip chart.

    Step Five: Summarize these definitions and differences for the participants and continue with the other gender related terms.

Sex

✓ Sex refers to the biological and physiological differences between males and females as determined by nature. It is God-given, universal and non-changeable.

✓ These differences are universal and determined at birth. The differences are difficult to change because we are born female or male.

✓ Throughout history and across cultures, sex differences exist. Policies respond to sex differences in any area to do with the physical body (e.g. Childbearing and prostate disease).

Gender

✓ This refers to the socially and culturally constructed differences between men and women; as distinct from sex which refers to their biological differences.

✓ The social constructs vary across cultures and time.

✓ Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures.

✓ The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity).

✓ Gender roles and expectations are learned. They can change over time and they vary within and between cultures.

✓ Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles.

✓ The concept of gender is vital because when it is applied to social analysis, it reveals how women's subordination (or men's domination) is socially constructed.

✓ As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever.

✓ Hence gender means the socially constructed differences between women and men. These differ from one culture and society to another, they change over time and they define who has power and influence over what.

What is social construction of gender?

Social construction of gender

✓ This refers to how society values and allocates duties, roles and responsibilities to women, men, girls and boys.

✓ This differential valuing creates the gender division of labour and determines differences in access to benefits and decision making which in turn influences power relations and reinforces gender roles.

✓ This is done at various levels of gender socialization including family, religion, education, culture, peers and the media.

✓ Policies can either respond to gender stereotypes and traditional gender roles (e.g. Assume that only women take care of children) or attempt to change them (e.g. encourage sharing of unpaid care work).

What is the relationship between gender and culture?

Gender and culture

✓ Culture refers to people's way of life, systems of beliefs, values, rituals, interaction patterns and socialization which determine attributes, roles, responsibilities, and expectations in a society.

✓ It determines what the society wants and expects from women, men, girls and boys.

✓ It defines the status and power relations between women, men, girls and boys.

✓ Gender concerns are as a result of cultural context and socialization in society. Examples of these are:-

a) Preference for a boy to a girl child

b) Heir to property

c) Naming systems

d) Initiation ceremonies

e) Marital practices

f) Gender based violence

? What is the difference between gender roles and gender division of labour?

☞ Gender roles

✓ Gender roles are reflected in activities ascribed to men and women on the basis of perceived differences which are reinforced through the gender division of labour.

✓ This arises from the socialization of individuals from the earliest stages of life through identification with specific characteristics associated with being male or female.

☞ Gender division of labour

✓ It relates to the different types of work that men and women do as a consequence of their socialization and accepted patterns of work within a given context.

✓ The different roles given to men and women constitute what is called the gendered division of labour, in which certain forms of work (physical labour, cash-crop farming, and managerial roles) are seen as men's work.

✓ On the other hand, care work and home-working, for example, are highly feminised activities that are directly related to women's responsibilities within the home and the extension of their domestic tasks which are underpaid and non-regulated.

✓ In all countries of the world, women continue to exist in roles and relationships that make them subordinate to men.

⊘ What are gender relations?

☞ Gender relations

✓ Gender relations are the social relationships between people (women and men, women and women, men and men) that reflect and reproduce gender difference as constructed in a particular context, society and time.

✓ Gender relations intersect with other social relations based on age, class, ethnicity, race, sexuality and disability.

✓ These social relationships explain the differences in power relations between the sexes.

⊟ Session Two: Gender Equity, Gender Equality and Other gender related concepts

Time: 1 Hour

Objectives

By the end of this session, the participants should be able to**:**

(i) Differentiate between the term gender equity and gender equality

(ii) Define the term gender issue

(iii) Differentiate between gender practical needs and gender strategic needs

(iv) Differentiate between gender sensitivity, gender responsiveness, gender perspective and gender transformation

Learning resources

Flip chart/flipchart stand, plain papers, note books, soft boards, pins, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and process

The following 4 steps will be used in this session.

Step One: Ask the participants the difference between gender equity and gender equality by reading the case study

Step Two: Ask them to use the Meta cards to write down what they understand by the terms gender equity and gender equality and note down their differences.

Step Three: Ask them to discuss these in their groups and come up with the most common definitions and differences between these two terms.

Step Four: Summarize these for the participants and continue with the discussion on the other gender related terms in this module.

☞ Gender equity

✓ This is the process of being fair to women and men.

✓ To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field**.** Gender equity means justice so that resources are fairly distributed, taking into account different needs.

✓ Equity is a means. Equality is the result.

☞ Gender equality

✓ This is the absence of discrimination on the basis of a person's sex in authority, opportunities, allocation of resources or benefits and access to services.

✓ Gender equality means women and men have equal rights and should have the same entitlements and opportunities.

✓ Equality is rights-based.

✓ Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.

✓ Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play.

✓ It is based on women and men being full partners in their home, their community and their society.

✓ Gender equality has multiple implications in the economic, social and cultural spheres because of women's roles both as economic agents and caretakers of families and communities.

✓ Trade, while an essentially economic phenomenon, also has significant consequences for social, and particularly gender, equality.

✓ For example, trade can positively influence the distribution of income between men and women by creating new employment and business opportunities.

- It can be said that cross border trade has in a number of cases contributed to the redistribution of income in favour of women. This is generally due to the numerous employment and business opportunities created in trade.
- As a result, not only is the status of women in society and within their household enhanced by their capacity to earn income, but also countries as a whole benefit from women's work.

Photo 1 shows the difference between gender equity and gender equality.

Photos 1: Gender Equity and Gender Equality

EQUALITY   EQUITY
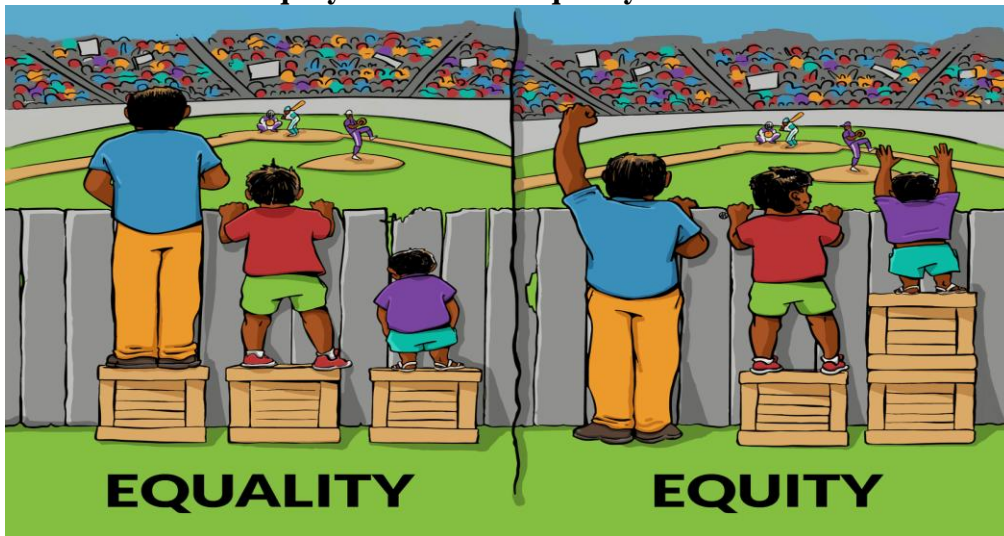
What is a gender issue?

Gender issue

- This is a point of gender inequality that is undesirable and therefore need for an intervention. It results from some form of gender discrimination or oppression.
- A gender issue arises when there is inequality, inequity or differentiated treatment of an individual or a group of people purely on the basis of social expectations and attributes of gender.
- For example, fights seem to be common among cross border traders themselves and between traders and border officers mainly the police. In one such case a woman trader was beating up a man (a trader too) and other men stood as observers even when the man was already on the ground. Other women came to help the woman beat up the man.
- Is this a gender issue and what needs to be done?

✓ Gender issues are sometimes called gender concerns.

Differentiate between gender practical needs and gender strategic needs.

Gender practical needs / interests

✓ These are needs related to the roles of reproduction, production and community work of men and women which, when met, do not necessarily change their relative position/condition in society, which arise from the gender roles.

✓ For example, from the training needs assessment, it was found that most border posts do not have proper functioning sanitation facilities and considering women's special needs, this impacts them negatively as they go on with their cross border trade.

✓ Also, lack of proper lighting at the border leads to insecurity and all issues related to insecurity such as sexual harassment and rape cases can increase.

✓ Lack of accommodation at the border also means that when the border is closed at 6pm, some people may find themselves locked out in no man's land which exposes them to all manner of insecurity as reported in the training needs assessment report.

✓ However, if there was proper accommodation, they would be able to wait until the following morning.

✓ All these are examples of gender practical needs.

Gender strategic needs / interests

✓ This refers to higher level of needs of women and men which, when met, help change their status in society.

✓ Examples of such needs are decision making and access to information such as the COMESA simplified trade regime; minimum standards of treatment, COMESA gender policy and so on.

What is the difference between gender sensitivity, gender responsiveness and gender perspective?

Gender sensitivity

✓ This is the ability to perceive existing gender differences, issues and inequalities, and incorporate these into strategies and actions.

✓ For example, the cross border officials need to be gender sensitive and therefore when it comes to frisking and checking for illegal goods or contrabands, women traders should be checked by female officers while male trade should be checked by male officers.

Gender responsiveness

✓ This is planning and implementing activities that meet identified gender issues/concerns that promote gender equality.

✓ Gender-responsive objectives are programs and project objectives that are non-discriminatory, equally benefit women and men and aim at correcting gender imbalances.

Gender perspective

✓ These are the views and ideas of both women and men that are taken seriously; differentiation is made between the needs and priorities of women and men; action is taken to address inequalities or imbalance between women and men; and implications of decisions on the situation of women relative to men are considered.

Can gender be transformed?

Gender transformation

✓ This describes a situation where women and men change their way of thinking from patriarchal towards a gender equality perspective.

✓ For example, some cross border women traders reported that they are usually beaten by their husbands if they stay long across the border.

✓ Others had to carry their small children with them since their husband's would not want to be left home with the children since according to them, this is a woman's work.

✓ It is therefore important to sensitize the cross border women's husbands on the important role that women play in the family through cross border trade and this can transform their way of thinking.

Session Three: Gender Policy, Gender Gap and Related Terms
Time: 1 Hour

Objectives

By the end of this session, the participants should be able to**:**

 (i) Define and describe the term gender policy

 (ii) Define the term gender gap and describe how a country can achieve gender balance

 (iii) Define and describe the term gender empowerment.

Learning resources

Flip chart/flipchart stand, plain papers, note books, soft boards, pins, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and process

The following 5 steps will be used in this session.

Step One: Ask the participants to read the COMESA gender policy (Appendix 1)

 Step Two: Ask them what they understand by the term gender policy and gender gap.

 Step Two: Ask them to discuss in their groups what is meant by the term gender Policy giving examples of gender gaps and what a gender policy should contain.

 Step Three: Ask them to nominate one of them to present this in plenary.

 Step Four: Give a summary of what is meant by gender gap, gender policy and other gender terms in this module.

 Gender Policy

 ✓ A gender policy is a framework detailing how a government/institution is to pursue gender equality and equity. A gender policy is not for women only.

 ✓ The point of the policy is to achieve fairness for all people by dealing with their differences.

 ✓ A gender policy would lead to the development of a system that caters to both men and women and distributes resources to equally benefit both sexes.

 ✓ The gender policy will affect how citizens treat one another and how the state treats the people, irrespective of their gender and other differences.

✓ A gender policy that is blind ignores different gender roles, responsibilities and capabilities. It is based on information derived from say men's activities and/or assumes those affected by the policy have the same needs and interests.

✓ A gender blind policy will advocate gender neutrality in society such as activities undertaken and services provided without regard to the gender of those who participate.

✓ A gender policy that is specific recognises gender differences and targets either men or women within existing roles and responsibilities.

✓ A gender redistributive policy seeks to change the distribution of power and resources in the interest of gender equality.

✓ A gender policy that is neutral is not specifically aimed at either men or women and is assumed to affect both sexes equally. However, it may actually be gender blind.

What is a gender gap and how can a country or institution achieve gender balance?

Gender gap

✓ Gender gap is the differences between women and men, especially as reflected in social, political, intellectual, cultural, or economic attainments or attitudes.

✓ It is the difference in opinions or attitudes between men and women concerning a variety of public and private issues, including political candidates, parties, or programs.

✓ It is a disproportionate difference or disparity between the sexes.

✓ It is the difference that exists between males and females in access to some social good or benefit based solely on their difference in gender (a difference almost always in favor of men).

Gender balance

✓ Gender balance is the equal or fair distribution of women and men within an institution or group, giving equality of representation as shown in photo two.

Photos 2: Gender Balance
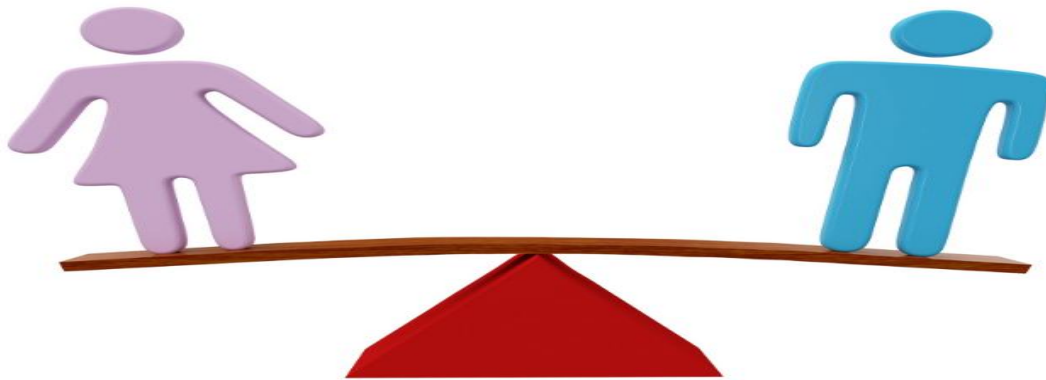
✓ For example, at all the border post that we visited, there were more male than female border officers while on the other hand, there were more female than male cross border traders.

What is meant by the term empowerment?

Empowerment

✓ This is the process of gaining access to resources and developing one's capacities with a view to participating actively in shaping one's own life and that of one's community in economic, socio-cultural, political and religious terms.

✓ Empowerment is about people-both women and men-taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance.

✓ No one can empower another: only the individual can empower herself or himself to make choices or to speak out.

✓ However, governments, institutions including international cooperation agencies can support processes that can nurture self-empowerment of individuals or groups.

✓ Cross border trade provides one of the pathways to empowerment for women as it elevates the women from position of mere producer and consumer to investor with better horizons for gain.

✓ The cross border traders said that they would want to be trained on how to apply for credit and money management since according to them, this would help them increasing the amount of merchandise that they trade in, take control of their lives by making well informed decisions on their lives.

✓ Photo 3 gives a situation of women empowerment.

Photos 3: Empowerment

Session Four: Development, Women in Development and Women and Development

Time: 1 Hour

Objectives

By the end of this session, the participants should be able to**:**

    (i)   Define the term development

    (ii)   Differentiate between Women and Development and Women in Development.

    (iii)   Define and describe the term gender empowerment.

Learning resources

Flip chart/flipchart stand, plain papers, note books, soft boards, pins, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and process

The following 4 steps will be used in this session.

Step One: Ask the participants what they understand by the term development

Step Two: Ask them to differentiate between Women and Development and Women in Development.

Step Three: Ask them to write this down on the Meta cards.

Step Four: Cluster these ideas before giving the definition given below.

✓ There are many definitions of development. But it can be seen as a process and as an end.

✓ Development may simply be seen as movement from a simple or poor situation to a sophisticated and improved situation.

✓ It is both qualitative and quantitative and needs a gender perspective to be complete.

✓ Many national and international organizations have tended to treat development as an issue of economic growth combined with qualitative change.

✓ In defining development, it is vital to include the human element because structures alone have no meaning unless they transform the lives of the people who use or depend on them.

✓ A human rights perspective would for example focus on the enforcement of civil rights and political freedoms.

✓ In including the human element, gender must be analysed in order to assess the particular needs of both men and women.

✓ Available research and information indicate, for example, that discrimination against women is detrimental to their participation in development of themselves and the economy.

Differentiate between Women in Development and Women and Development

Women in Development

✓ The Women in Development (WID) is an approach that calls for greater attention to women in development policy and practice, and emphasizes the need to integrate them into the development process.

Gender and Development

✓ Gender and Development (GAD) approach focuses on intervening to address unequal gender relations which prevent equitable development and which often lock women out of full participation.

✓ GAD seeks to have both women and men participate, make decisions and share benefits.

✓ This approach aims at meeting practical needs as well as promoting strategic interests.

✓A successful GAD approach requires sustained long-term commitment.

Table 1 shows the difference between WID and WAD.

Table 2: Difference between Women in Development and Gender and Development

	WOMEN IN DEVELOPMENT	GENDER AND DEVELOPMENT
The Approach	An approach that seeks to integrate women into the development process	An approach that seeks to empower women and transform unequal relations between women and men
The Focus	The women	Relations between women and men
The Problem	The exclusion of women in the development process	Unequal relations of power (rich/poor men/women) that prevent equal development and women's full participation
The Goal	More efficient, effective development	Equitable, sustainable development with women and men sharing decision making power
The Strategies	Women's projects Women's components Integrated projects Increase women's productivity and incomes Increase women's ability to manage their households	Identify and address short term needs by men and women to improve their conditions At the same time, address men's and women's longer term needs

2.1.5 Key Messages from the Module

This module has defined various gender and development terms that are going to be very useful in understanding the other modules. The module has shown how gender differs from sex where sex is God given while gender is ascribed by the society; it is learned and can therefore be transformed. The module has also defined other terms such as gender equality, gender equity, empowerment and also outlined the differences between Women in Development and Women and Development.

2.1.6 Questions and Answers

Assign a group of participants to provide a quick summary of the content of the previous day and key learning points. Or simply float this in the plenary and get responses from participants. Ask the participants to ask questions or seek clarification on any areas that they did not understand and you can allow other participants to help in answering the questions and thereafter, give a final answer or clarification.

2.2: Module 2: Gender Awareness, Lobbying and Advocacy

2.2.1: Introduction

This module explains the concepts of gender awareness, lobbying and advocacy and identifies the gender concerns which may require lobbying. It also describes the approaches and methods used in creating gender awareness, lobbying and advocacy. Finally, the module describes the process of developing a gender awareness, lobbying and advocacy strategy. The module is divided into 2 sessions. It will take 3.30 hours to train.

2.2.2: Objectives

The broad objective of this module is to explain the concepts of gender awareness, lobbying and advocacy.

By the end of going through this module, participants will be able to:

➢ Explain the concepts of gender awareness, lobbying and advocacy
➢ Identify gender concerns which need lobbying
➢ Describe approaches and methods used in creating gender awareness, lobbying and advocacy
➢ Describe the process of developing a gender awareness, lobbying and advocacy strategy

2.2.3: Training Methodology

In this module, you can use a mixture of the following training methods: brainstorming, lecture/talk, role-play, case studies, demonstrations, questions and answers, discussions and group exercises. This module has four sessions. You will require the following learning resources. A Flip chart/flipchart stand, plain papers, felt pens, masking tape, Meta cards, LCD projector and computer

2.2.4 Sessions

Session One: Concepts of gender awareness, advocacy and lobbying

Time: 2 Hours

Objectives

By the end of this session, the participants should be able to**:**

(i)   Define and explain the concept of gender awareness

(ii)   Explain what gender awareness means in development projects and whether there is need for training on gender awareness

(iii)   Define the term advocacy

(iv)   Define and explain the term lobbying

(v)   Identify gender concerns that would require advocacy and lobbying

Learning resources

Flip chart/flipchart stand, plain papers, note books, soft boards, pins, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and process

The following 4 steps will be used in this session.

Step One: Write down what you think is the definition of gender awareness, advocacy and lobbying.

Step Two: In your groups, discuss the various definitions and agree on a common definition of the term

Step Three: Ask the participants to identify gender concerns which they think need advocacy and awareness in cross border trade

Step Four: Put this on the flip charts.

Step Five: As a facilitator, summarize the points

What is gender awareness?

✓   Gender awareness is the ability to view society from the perspective of gender roles and understand how this has affected women's needs in comparison to the needs of men.

✓ It is an understanding that there are socially determined differences between women and men based on learned behaviour, which affect their ability to access and control resources.

✓ This awareness needs to be applied through gender analysis into programs, projects and policies.

?What does gender awareness mean in development projects?

👉 In planning and implementing development projects, gender awareness would ensure that:

➢ Women are treated as representatives of half of the population, not as a special interest group

➢ Development projects do not address only women, but involve men and women according to their specific needs and strengths.

➢ Projects are not limited to women's traditional concerns such as health, nutrition and childcare, but also to the productive sphere, education and social-cultural fields, where women are still under-represented

➢ Projects are concerned not only with the protection of women as needy and vulnerable individuals, but are aimed at the enhancement and expansion of women's and men's experiences, their self-awareness, skills and creativity

➢ Projects do not regard women and men only as beneficiaries, but also involve them as participants and decision-makers.

?Is there a need for gender awareness training?

✓ Most times, due to the way men and women are socialized and the gender inequality that results from this socialization, planners find themselves coming up with programs, projects or even policies that show that they are not gender aware.

✓ There is therefore need for a gender awareness training aimed at sensitizing them for gender related problems taking into account men's and women's different roles in society, shaped by ideological, historical, religious, ethical, economic and political factors.

✓ For example, female cross border traders at the GOMA small border post complained that there are no toilets that they can use and no privacy even in the disposal of

sanitary pads implying that there is lack of gender awareness on the part of border officials who commissioned the putting up of the small border post.

✓ Hence, gender awareness training is concerned with the relationship between men and women in all fields, and the factors which influence these relationships.

✓ Awareness about gender differences in society is a first step towards addressing and integrating the special concerns of men and women fairly in development programs and projects.

❓ What is advocacy?

✓ 👉 Advocacy is an on-going process aimed at changing of attitudes, actions, policies and laws by influencing people and organizations with power, systems and structures at different levels for the betterment of those affected by the advocacy issue.

✓ At its core, advocacy is the exercise of power by the citizenry in the face of the government's power. Advocacy is a tool for real participation by citizens in decision-making by government and other powerful bodies.

✓ It is the act of giving support to a policy and persuading those with power to act in support of the policy at local, national and international levels. It is the gaining and exercising power to influence a political action.

✓ It is a set of organized actions aimed at influencing public policies, social attitudes and socio-political process that enable and empower the marginalized to speak for themselves.

✓ It is the organized efforts by citizens to influence the formulation and implementation of public policies and programs by persuading and pressuring state authorities, international financial institutions, and other powerful actors.

✓ Advocacy consists of both strategy and action to achieve an objective. The objective of advocacy is the engagement of stakeholders in the decisions affecting them. The actions to achieve the objective typically occur over time, and incrementally. Success must be achieved step-by-step through a persistent and long-term commitment to the advocacy goal.

✓ An advocacy campaign is a set of actions targeted to create support for a policy or proposal. The goals of an advocacy campaign may range from drafting and passing a

new or amended law against gender violence; to reforming the judicial system; to litigating a test case using international human rights standards in domestic courts; to monitoring the implementation of international human rights standards in a local context.

✓ Effective advocacy includes a mix of activities that educate, persuade and put pressure, mobilize, and monitor people and institutions that can make or block change.

❓What is lobbying?

✓ Lobbying is the art of persuading and influencing other people to see things/issues your way.

✓ It is the act of attempting to influence business and government leaders to create legislation or conduct an activity that will help a particular organization or group of people.

✓ People who do lobbying are called lobbyists. It is a strategy within advocacy.

✓ Lobbying is any attempt by individuals or private interest groups to influence the decisions of government. In its original meaning it refers to efforts to influence the votes of legislators, generally in the lobby outside the legislative chamber.

✓ Lobbying in some form is inevitable in any political system.

✓ Lobbying takes many forms. For example, group representatives may appear before legislative committees.

✓ Public officials may be holed up in legislative offices, hotels, or private homes.

✓ Letters may be written or telephone calls made to public officials, and campaigns may be organized for that purpose.

✓ Organizations may provide favoured candidates with money and services.

✓ Massive public-relations campaigns employing all the techniques of modern communication may be launched to influence public opinion.

✓ Extensive research into complex legislative proposals may be supplied to legislative committees by advocates of various and often conflicting interests.

✓ Substantial election campaign contributions or other assistance may be supplied to favoured legislators or executives.

✓ The persons who lobby in those ways may be full-time officials of a powerful trade or agricultural association or labour union, individual professional lobbyists with many clients who pay for their services, or ordinary citizens who take the time to state their hopes or grievances.

✓ Cities and states, consumer and environmental protection and other public interest groups, and various arms of government also maintain staff in their institutions.

What are some of the gender concerns that you think require advocacy and lobbying?

✓ Most gender concerns differ by sector. For example, there could be gender concerns in education, trade, health, politics, and employment and so on.

✓ However, most of the concerns are contentious since certain people may not see them as concerns and therefore need lobbying.

✓ For example, from the training needs assessment, it was found that at Bunagana there is need to ensure that border closing hours are aligned on the two sides of the border, considering time difference between Uganda and DRC.

✓ According to the TNA report, at the moment traders crossing from DRC at 5:30 pm local time find the border closed on the other side, as time is 6:30 pm in Uganda and the border closes at 6 pm, resulting into the female cross border traders sleeping in no man's land and exposing themselves into insecurity and sexual harassment.

✓ This would be one issue that border officials can start lobbying for.

✓ They could also lobby for a more balanced gender employment policy so that female traders are not frisked by male officers.

✓ They could also lobby for more involvement in decision making regarding the implementation of the STR and so on.

✓ They could also lobby for crèches to be part of the border infrastructure so that the female cross border traders can be leaving their small children as they conduct their cross border trade.

✓ This is because from the TNA, it was found that some female cross border traders usually carry their children with them as they conduct their trade which not only

makes them tired but also since the borders are usually very over crowded, this exposes the children to all the weather elements and other deadly pathogens.

Session Two: Approaches and methods of gender awareness, lobbying and advocacy

Time: 1.30 Hours

Objectives

By the end of this session, the participants should be able to**:**

(i)   Identify the skills and techniques that you need for effective advocacy

(ii)   Discuss the strategies needed for effective advocacy

(iii)   Discuss the steps towards effective advocacy

Learning resources

Flip chart/flipchart stand, plain papers, note books, soft boards, pins, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and process

The following 3 steps will be used in this session.

Step One: Ask the participants in their groups to discuss their experiences of creating gender awareness, lobbying and advocacy and some of the challenges they have encountered and lessons they learnt during the process **(30 minutes).**

Step Two: Ask them to write on the flip charts some of the best methods of carrying out gender awareness, lobbying and advocacy **(15 minutes).**

Step Three: Summarize the points given by the participants **(15 minutes).**

Below are some of the approaches and methods that you can use to lobby and advocate for gender awareness on a particular gender issue of concern.

➢ The people/community should identify and prioritize the advocacy issue

➢ They should analyse and gather information on the issue by tracing the root cause of the issue.

➢ They should thereafter develop a goal and SMART[1] objectives on the issue/problem.

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[1] Specific, measurable, achievable, realistic and time bound

➢ They should then identify direct targets (those who have influence over the campaign issue) and indirect targets (those who can influence (have impact/say) over those who matter in the advocacy issue).

➢ It is important to identify resources (ideas, researched information, funds in cash and kind, equipment etc.)

➢ Create an action plan for the implementation of the advocacy issue

➢ Implement, monitor and keep evaluating the advocacy issue / strategy

➢ Record the changes resulting from the campaign.

What are some of the skills and techniques that you need for effective advocacy?

Skills and techniques in advocacy

1. **Negotiation / bargaining skills**

This refers to the process of persuading people to see or agree with your point of view. Possible outcomes in negotiation are:

- Both sides loose

- One side wins and the other looses

- Both sides win or at least gain something significant

2. **Presentation skills**

Presentation refers to a process of conveying ideas, opinions and information in a systematic way for the achievement of desired objectives within a specified timeframe. It is relates to convincing the other party about mutual benefits. To make a presentation effective in advocacy, it is important to improve skills in the following areas:-

(a) Use of information and data to support your presentation

(b) Having organized stages in the presentation to facilitate:

 (i)   Gaining Attention – A

 (ii) Holding Interest – I

 (iii) Arousing Desire – D

 (iv) Obtaining Action - A

3. **Lobbying and social mobilization skills**

Lobbying requires the following skills:

➢ Ability to mobilize the community and developing groups

➢ Skills in identifying persons who can help influencing the opinions

➢Skills in selling your point of view and ideas

? **What are some of the strategies that you need for effective advocacy?**

☞ **Strategies in advocacy**

Key strategies in advocacy include the following:-

➢Lobbying

➢Networking and coalition building

➢Media relations

➢Campaigns

➢Publications

➢Conferences and seminars

➢Research

? **What are the Steps towards effective advocacy?**

✓Leadership is a key element in advocacy. Such leadership requires authority and power.

✓For a leader to carry out advocacy work effectively, they must have legitimate power to defend their cause, negotiate solutions and lobby for support.

☞ The following are the steps that you use in developing an effective advocacy strategy.

Step 1: Learning skills of advocacy

Advocacy requires very specific skills, most of which can be acquired through training and practice: knowledge and skills in problem solving, decision making, communication, negotiation, presentation, social mobilization and lobbying. This is in addition to other professional qualification if they are needed in what you are advocating for.

Step 2: Articulating advocacy issues

The application phase of advocacy involves the actual articulation of issues. This depends on the issue at hand and the prevailing circumstances. It is important to recognize all the parties to the issue at hand so that the effort of articulating is not directed towards the wrong audience. In particular it is critical to analyse the major aspects surrounding a particular issue before attempting to tackle it.

Step 3: Evaluation of performance

It is important to evaluate the effectiveness of an advocacy activity. The results of such an evaluation will assist those involved in the advocacy to take appropriate action.

Ask the participants to practice developing an advocacy strategy on their own in their notebooks **(10 minutes).**

- Ask them to discuss this in their groups and agree on the best practices of developing an advocacy strategy **(15 minutes).**
- Summarize the information given by the participants **(5 minutes).**

2.2.5 Key Messages/Summary

This module has explained the concepts of gender awareness, lobbying and advocacy and identified gender concerns would need lobbying. It has also described the approaches and methods used in creating gender awareness, lobbying and advocacy and finally described the process of developing a gender awareness, lobbying and advocacy strategy. We have defined gender awareness as the ability to view society from the perspective of gender roles and understand how this has affected women's needs in comparison to the needs of men. It is an understanding that there are socially determined differences between women and men based on learned behaviour, which affect their ability to access and control resources. This awareness needs to be applied through gender analysis into programs, projects and policies. Advocacy on the other hand is a process aimed at changing of attitudes, actions, policies and laws by influencing people and organizations with power, systems and structures at different levels for the betterment of those affected by the advocacy issue. Effective advocacy includes a mix of activities that educate, persuade pressure, mobilize, and monitor people and institutions that can make or block change. Lobbying is the art of persuading and influencing other people to see things/issues your way. It is the act of attempting to influence business and government leaders to create legislation or conduct an activity that will help a particular organization. People who do lobbying are called lobbyists. It is a strategy within advocacy.

2.2.6 Question and Answer

Assign a group of participants to provide a quick summary of the content of the previous day and key learning points. Or simply float this in the plenary and get responses from participants. Ask the participants to ask questions or seek clarification on any areas that they

did not understand and you can allow other participants to help in answering the questions and thereafter, give a final answer or clarification. Give the participants the following assignment. Using Table 3, identify which statements are advocacy issues and those that are not and give reasons.

Table 3: Advocacy Statements

Statement	Advocacy	Not Advocacy	Why?
Publicly speaking in favour of early marriages			
Supporting the affirmative action			
Helping in evicting squatters living by a roadside			
Organizing demonstrations on abortion			
Influencing decision makers to act on a COMESA report			
Praising a minister for supporting a water project in your area			
Mobilizing women to start a plastic recycling business			
To mobilize the community to support a politician during campaign			
To fight for a specific law on FGM			
Recommending a friend for employment			

Source: Ministry of Gender, Children and Social Development (2008): Training Manual on Gender Mainstreaming

2.3: Module 3: Gender Analysis

2.3.1 Introduction

Before any project or program is launched, it is always important to do a gender analysis so that its benefits in terms of opportunities, distribution of resources, and power benefit both men and women and constraints identified and a process of intervention is planned right from the beginning. From the TNA, it came out very clearly that a gender analysis had not been done before the implementation of the STR and even in putting up the border posts structures. The module is organized into 3 sessions. The first session introduces the term gender analysis and its purpose while the second session describes the gender analysis frameworks that are commonly used. The module finally takes you through the steps that you can use in conducting a results oriented gender analysis. The module will take 3 hours.

2.3.2: Objectives

The broad objective of this module is to impact skills on gender analysis on the participants. By the end of this module, participants should be able to:
- ➤ Explain the term gender analysis and its purpose.
- ➤ Describe some gender analysis frameworks that are commonly used
- ➤ Describe the steps in gender analysis

2.3.3: Training Methodology

In this module, you can use a mixture of the following training methods: brainstorming, lecture/talk, role-play, case studies, demonstrations, questions and answers, discussions and group exercises. This module has 3 sessions. Each session should take at least one hour.

2.3.4 Sessions

Session One: Gender Analysis and Key Aspects of Gender Analysis

Time: 1 Hour

Objectives of the Session

By the send of this session, participants should be able to:

(i)   Define the term gender analysis

(ii)   Describe the key aspects of gender analysis

Learning Resources

You will require the following resources. Flip chart/flipchart stand, plain papers, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and Process

The following methodology will be used in this session.

Step One: Ask the participants to explain a scenario in their respective communities on how resources are shared

- **Step Two:** Ask them in their groups to discuss and agree on the implications of all those involved in resource sharing.
- **Step Three:** Ask the participants to suggest what should be done to identify similar implications in different situations.
- **Step Four**: Ask the participants to present their points in front of the class.
- **Step Five**: Summarize the points **(20 minutes).**

What is gender analysis?

✓   Gender analysis is the systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender.

✓ A gender analysis highlights the differences between and among women, men, girls and boys in terms of their relative distribution of resources, opportunities, constraints and power in a given context.

✓ It is a valuable descriptive and diagnostic tool for development planners and crucial to gender mainstreaming efforts and it must be conducted prior to any intervention, regardless of sector or area of intervention.

✓ The target group includes men, women, boys and girls, which raises aspects of gender norms and roles as well as relationships among and between men and women, boys and girls. Performing a gender analysis will help us to identify and remedy inequalities that are experienced by different groups of women and men, boys and girls.

✓ By considering key elements, the analysis will reveal where men and women, boys and girls are differently placed, affected and involved in a certain situation along with the reasons for these discrepancies.

✓ Performing a gender analysis allows us to develop responses that are better suited to remedy gender-based inequalities and meet the needs of different population groups.

✓ When performing a gender analysis it is central to examine the relationship between men and women, as they may have diverging experiences and needs and may be affected differently by various program interventions.

✓ However, we also need to pay attention to how gender norms lead to discrepancies among women as well as among men.

Key Aspects of Gender Analysis

What are the key aspects of gender analysis?

The following six aspects are crucial in gender analysis.

- **Norms for gender**

Information on women, men, girls and boys in terms of their division of labour, roles and responsibilities, productive and reproductive work, access to, and control over, resources, and their relative condition and position in society. It also involves looking at other norms for how gender may be expressed, including norms relating to sexuality and identity.

- **Other social variables**

A gender analysis should include social variables such as ethnicity, culture, age, social class. It may also include sexual orientation.

- **Quantitative and qualitative data**

A gender analysis should include both quantitative (statistics) and qualitative data (analytical and relative).

- **Vulnerability and empowerment**

A gender analysis highlights specific vulnerabilities of women and men, girls and boys. It always has an empowerment perspective, highlighting the agency and potential for change in each group.

- **Scope and methods vary**

The scope of a gender analysis can vary and the analysis can be done in different ways depending on the context.

- **Baseline**

A gender analysis, in itself, serves as a baseline for an intervention, but is also a point of departure for the choice of the strategy to apply. It gives a better understanding of the complexities of a society/specific situation/sector, and gender analysis is therefore an initial and necessary part of any intervention.

Session Two: Approaches/Frameworks to Gender Analysis
Time: 1 Hour

Objectives

By the end of this session, participants should be able to:

(i) Identify and explain the various approaches to gender analysis

(ii) Describe and analyse the steps used in gender analysis

Learning Resources

You will require the following resources. Flip chart/flipchart stand, plain papers, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and Process

The following methodology will be used in this session.

Step One: Ask the participants to explain their understanding of gender analysis frameworks and their purpose.

- **Step Two:** Ask them to state and explain any gender analysis frameworks that they know and how it is commonly used **(30 minutes).**

- **Step Three**: Summarize the points given by the participants.

✓ The methodology and components of gender analysis are shaped by how gender issues are understood in the institution concerned.

✓ There are a number of different frameworks or approaches to gender analysis.

✓ No single framework provides an appropriate way to address all development problems.

✓ Each framework reflects a set of assumptions about how gender is constituted and the importance of understanding gender issues to achieve successful development outcomes. Some frameworks emphasize equity or equality as the key outcome, and do not address other development objectives.

We shall now analyse each of these frameworks.

The Gender Roles or Harvard Framework

✓ The Gender Roles or Harvard framework focuses on describing women's and men's roles and their relative access to and control over resources.

✓ The analysis aims to anticipate the impacts of projects on both productive and reproductive roles.

✓ It takes the household, rather than the breadth of institutions, as the unit of analysis and tends to assume that women are a homogeneous category.

✓ The Harvard Analytical Framework is also called the Gender Roles Framework or Gender Analysis Framework.

✓ It was developed by the Harvard Institute for International development in collaboration with the Women

The aim of the Harvard Framework is:

- To demonstrate that there is an economic rationale for investing in women as well as men.

- To assist planners to design more efficient projects and improve overall productivity.

- To emphasize the importance of better information as the basis for meeting the efficiency/equity goal.

- To map the work of men and women in the community and highlight the key differences.

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The framework consists of a matrix for collecting data at the micro (community and household) level. It has four interrelated components:

- The activity profile, which answers the question, "who does what?", including gender, age, time spent and location of the activity;
- The access and control profile, which identifies the resources used to carry out the work identified in the activity profile, and access to and control over their use, by gender;
- The analysis of influencing factors, which charts factors that influence gender differences in the above two profiles;
- The project cycle analysis, which examines a project or intervention in light of gender-disaggregated information.

The framework also contains a series of checklists consisting of key questions to ask at each stage of the project cycle: identification, design, implementation, and evaluation.

Social Relations Framework

The Social Relations Framework (SRF) to gender and development planning was developed by Naila Kabeer at the Institute of Development Studies, Sussex University, UK, in collaboration with policy-makers, academics, and activists, primarily from the South.

Key elements of the approach are:

1. the goal of development as human well-being;
2. the concept of social relations;
3. Institutional analysis.

The Social Relations Approach is intended as a method:

- To analyse existing gender inequalities in the distribution of resources, responsibilities, and power;
- To analyse relationships between people, their relationship to resources and activities, and how they are reworked through institutions;
- To emphasize human well-being as the final goal of development

☰ Triple Roles Framework (Carolyn Moser)

✓ This framework, developed by Carolyne Moser, links the examination of women's roles to the larger development planning process.

✓ The approach introduces the idea of women's "three roles" in production, reproduction, and community management and the implication that these roles have for women's participation in the development process.

☰ Women's Empowerment (Longwe) Framework

✓ The Women's Empowerment Framework was developed by Sara Hlupekile Longwe, a gender expert from Lusaka, Zambia.

✓ This analytical framework aims to achieve women's empowerment by enabling women to achieve equal control over the factors of production and to participate equally in the development process.

✓ The framework aims at enabling women to achieve equal control over factors of production and participate equally in the development process.

✓ It puts forward five levels or tools of equality that can be achieved (listed from highest to lowest) by which to assess the level of women's empowerment in any area of economic or social development.

✓ These are material welfare, equal access to factors of production, conscientisation, participation and control.

☰ Benefit Incidence Analysis (BIA)

✓ The analysis estimates the impact of public transfers, taxes, tariffs, subsidies or policy changes that affect the price /cost of services.

✓ It is the analysis of how the benefits of public expenditures are distributed across groups in the population.

Gender Analysis Matrix

✓ Gender Analysis Matrix measures impact over time and is designed so that development practitioners serve as facilitators, and community members are believed to have the knowledge and expertise necessary to carry out the analysis.

✓ The matrix was designed by Rani Parker in 1993 and features four levels of analysis: women, men, household and community.

✓ There are also four categories of analysis: labour, time, resources and culture.

✓ Rather than emphasizing overarching generalities or simplifying the causes of gender inequality, the matrix creates a space for dialogue on the issues of gender at the community level.

Session Three: Steps in Gender Analysis

Time: 1 Hour

Objectives of the Session

(i)   Identify and explain the various approaches to gender analysis

(ii)   Describe and analyse the steps used in gender analysis

Learning Resources

You will require the following resources. Flip chart/flipchart stand, plain papers, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and Process

The following methodology will be used in this session.

Step One: Ask the participants to write down at least five steps that you would use in performing a gender analysis of a cross border trade project

Step Two: Divide the participants into groups of five

Step Three: Share the steps that they have written down in their group

Step Four: Ask the participants to tank the steps from how to begin the analysis to how to finish

Step Five: Ask them to appoint one person to present in plenary

Step Six: Summarize the step presented.

Whichever framework you choose to use, there are certain steps that you must follow for a proper results oriented gender analysis.

✓**Step 1: Identifying, defining and refining the issue**

Policy analysis usually begins with identifying a problem or an opportunity requiring policy development or analysis. This stage involves determining the nature, scope and importance of the issue within the context of the current policy environment that warranted placing it on the policy agenda.

✓**Step 2: Defining desired goals and anticipated outcomes**

In this stage, desired goals and anticipated outcomes for the policy are proposed. An analysis of intended/unintended outcomes usually examines the degree to which the policy can meet or hinder other policies or government objectives. Outcome indicators, monitoring processes, partners in defining outcomes, and accountability for achieving outcomes are usually considered in this phase.

✓**Step 3: Defining the information and consultation inputs**

This step is most often done along with the research phase. It looks at what knowledge is needed, and what sources can best provide it. Available and relevant data sources and partners in data gathering and analysis are identified.

✓**Step 4: Conducting research**

This stage clarifies the research design and the type of analysis to be done (e.g. cost/benefit, social impact, relationships to government etc.). It is here that tasks and methods of analysis and approaches to data presentation are discussed.

✓**Step 5: Developing and analysing options**

An analysis of options and their outcomes and implications are articulated and refined. The relationship of options and their impact on existing policies, programs and legislation are also studied for example: economic, social, equity, community, environmental etc. Impact analyses are developed preferably for each option while responsibility for implementation and the resources required are also examined.

✓**Step 6: Making recommendations**

The recommendation of options is often a collaborative effort, and sometimes draws directly on public input and consultation.

The rationale for the recommendations is derived from the analysis of options, and presents the recommendation in terms of its favourable and unfavourable impacts, implications, and the policy environment.

✓ **Step 7: Communicating policy**

Communicating the recommended policy can play a significant role in its acceptance and implementation.

Timing, choice of media, language, and public involvement are important to ensure that government intent and the impacts of the policy, program and legislation are understood.

The participation and acknowledgement of partners and consulting groups can be a key part of communicating policies inside the government and to the public.

✓ **Step 8: Assessing the quality of analysis**

At this stage it is important to review the analysis process.

2.3.5 Key Messages/Summary

This module has explained the term gender analysis and its purpose and described some gender analysis frameworks that are commonly used as well as the steps in gender analysis.

Gender analysis is the systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender. It highlights the differences between and among women, men, girls and boys in terms of their relative distribution of resources, opportunities, constraints and power in a given context. Performing a gender analysis allows us to develop responses that are better suited to remedy gender-based inequalities and meet the needs of different population groups. There are a number of different frameworks or approaches to gender analysis. These are the Harvard framework, Social Relation Framework, Gender Analysis Matrix, the Triple Roles Framework (Carolyn Moser), Women Empowerment (Longwe) Framework and the Benefit Incidence Analysis Framework. No single framework provides an appropriate way to address all development problems. Each framework reflects a set of assumptions about how gender is constituted and the importance of understanding gender issues to achieve successful development outcomes. Some frameworks emphasize equity or equality as the key outcome, and do not address other development objectives. The module has also described the steps to follow in conducting a gender analysis of any project/program or policy.

2.3.6 Questions and Answers

As an instructor and on a daily basis assign a group of participants to provide a quick summary of the content of the previous day and key learning points. Or simply float this in the plenary and get responses from participants. You can also ask the participants to ask questions or seek clarification on any areas that they did not understand and you can allow other participants to help in answering the questions and thereafter, give a final answer or clarification. Thereafter, give the participants the following assignment.

1. What is the division of labour by gender in your community? Consider work in the formal economy (jobs, occupations, organisations) and the informal economy (home-based income-generating activities). Consider fulltime and part-time labour, waged and unwaged.

2. Who are the primary caregivers for girls and boys, and adolescent women and men?

3. How do boys and girls, respectively, contribute to household income? How does this affect schooling of girls and boys?

4. What assets and resources do women and men have access to, such as income, savings, land, equipment, tools, training, supplies, knowledge, technology, etc. Which do they control?

5. Do women have a claim on other people's labour? Do they have resources to purchase other people's labour?

6. How are women and men organized? Consider community-based groups women and men lead or participate in, separately and/or together.

7. What community structures bring girls together in a positive way? Boys?

8. Who has leadership roles and formal authority to speak for others or make decisions? Who has informal power and influence? Look behind the scenes.

9. How are women and women's groups involved in community-building activities such as health promotion or environmental conservation? How about community spirit-building activities?

10. Are women and men equally able to attend meetings, speak publicly, represent their community, and move about freely? Does caring for children or others limit time, energy, and hours available for community participation? What would make this more likely?

11. Does concern for personal safety and freedom from sexual harassment, sexual assault or domestic abuse limit movement or options of girls and women? What would make this less likely?

12. Who will benefit most from a government intervention of an income generating project? How will this be determined?

2.4: Module 4: Approaches, strategies of gender mainstreaming and integration

2.4.1 Introduction

This module analyses the various approaches and strategies used in gender mainstreaming and integration. It starts by describing the concept of gender mainstreaming and the various approaches used in gender mainstreaming and integration. The module also explains the key aspects of gender mainstreaming and the three approaches to gender mainstreaming. It is divided into 2 sessions and will take 2 hours.

2.4.2: Objectives

The broad objective of this module is to sensitize and impact skills on the participants on the aspect of gender mainstreaming and integration and the approaches and strategies used.

The specific objectives are to:

1. Explain the key aspects of gender mainstreaming
2. Analyse the steps of gender mainstreaming
3. Analyse the approaches in gender mainstreaming

2.4.3: Training Methodology

In this module, you can use a mixture of the following training methods: brainstorming, lecture/talk, role-play, case studies, demonstrations, questions and answers, discussions and group exercises. This module has two sessions. Each session should take at least one hour. You will require the following learning resources. A flip chart/flipchart stand, plain papers, felt pens, masking tape, Meta cards, LCD projector and computer.

2.4.4 Sessions

Session One: Key Aspects of Gender Mainstreaming

Time: 1 hour

Objectives of the Session

By the send of this session, participants should be able to:

(i) Define the term gender mainstreaming

(ii) Identify and explain the key aspect of gender mainstreaming

(iii) Describe the key steps to gender mainstreaming

Learning Resources

You will require the following resources. Flip chart/flipchart stand, plain papers, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and Process

The following methodology will be used in this session.

Step One: Ask the participants to explain their understanding of the concepts of gender mainstreaming and integration and to write these down on the Meta cards in their possession (20 Minutes).

Step Two: Ask them to discuss these differences in their groups and write choose one of you to write these on the flip charts **(30 minutes).**

Step Three: Summarize the points given by the participants.

✓ Gender mainstreaming is the process of assessing the implications for women and men of any planned action, policy or program in all areas and at all levels before any decisions are made and throughout the whole process.

✓ It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs so that both women and men benefit and inequality is not perpetuated.

✓ Gender mainstreaming is not a goal in itself but an approach for promoting gender equality.

?What are the key aspects of gender mainstreaming?

- **Responsibility of all**

Gender mainstreaming is the responsibility of all actors involved in a project or program. However, management has overall responsibility for the result.

- **Both women and men**

Gender mainstreaming ensures that the perspectives of women and men, girls and boys, and the relationship between and among them, are considered and acted upon throughout the program/project implementation. It is not only a women's issue.

- **Context specific**

Different contexts require different actions and enable different means. A single standard mainstreaming requirement for all interventions will not suffice. The shape and form of mainstreaming has to be adjusted to the context and the surrounding society.

- **International approach**

Mainstreaming a gender perspective was globally established as a strategy for promoting gender equality through the adoption of the Platform for Action at the UN Fourth World Conference on Women held in Beijing in 1995.

- **Political/technical**

Gender mainstreaming is a method and technical approach to ensure a process of change. The political commitment must go hand in hand with technical expertise. The responsibility of the program/project officer is to ensure that gender is mainstreamed, and to make use of trained gender experts when it comes to doing the work in terms of gender analysis, developing action plans, training, etc.

- **Expertise**

Gender equality is an area that demands expertise, just like the economy and the environment. To mainstream gender does not mean that everyone could or even should become experts.

?What are the Key steps to gender mainstreaming?

Gender mainstreaming includes three steps shown in Figure 1. These are:

1) **Gender analysis**: Any program or project must always begin by analysing the gender equality situation in the given context and identify the expected results in terms of strengthened gender equality.

2) **Identify how**: Based on the gender analysis, you must identify relevant areas that require addressing, the approach to use and how to reach the expected results.

3) **Three main approaches**: These may be implemented separately or in combination:

  ➤ *Integration* of gender equality in interventions in general

  ➤ *Targeting* specific groups or issues through special interventions

  ➤ *Dialogue* with partners on gender sensitive issues and aspects

☞ The three main approaches are all equally relevant and important to a mainstreaming strategy and can be used together or separately.

Figure 1: Gender Mainstreaming Steps and Approaches
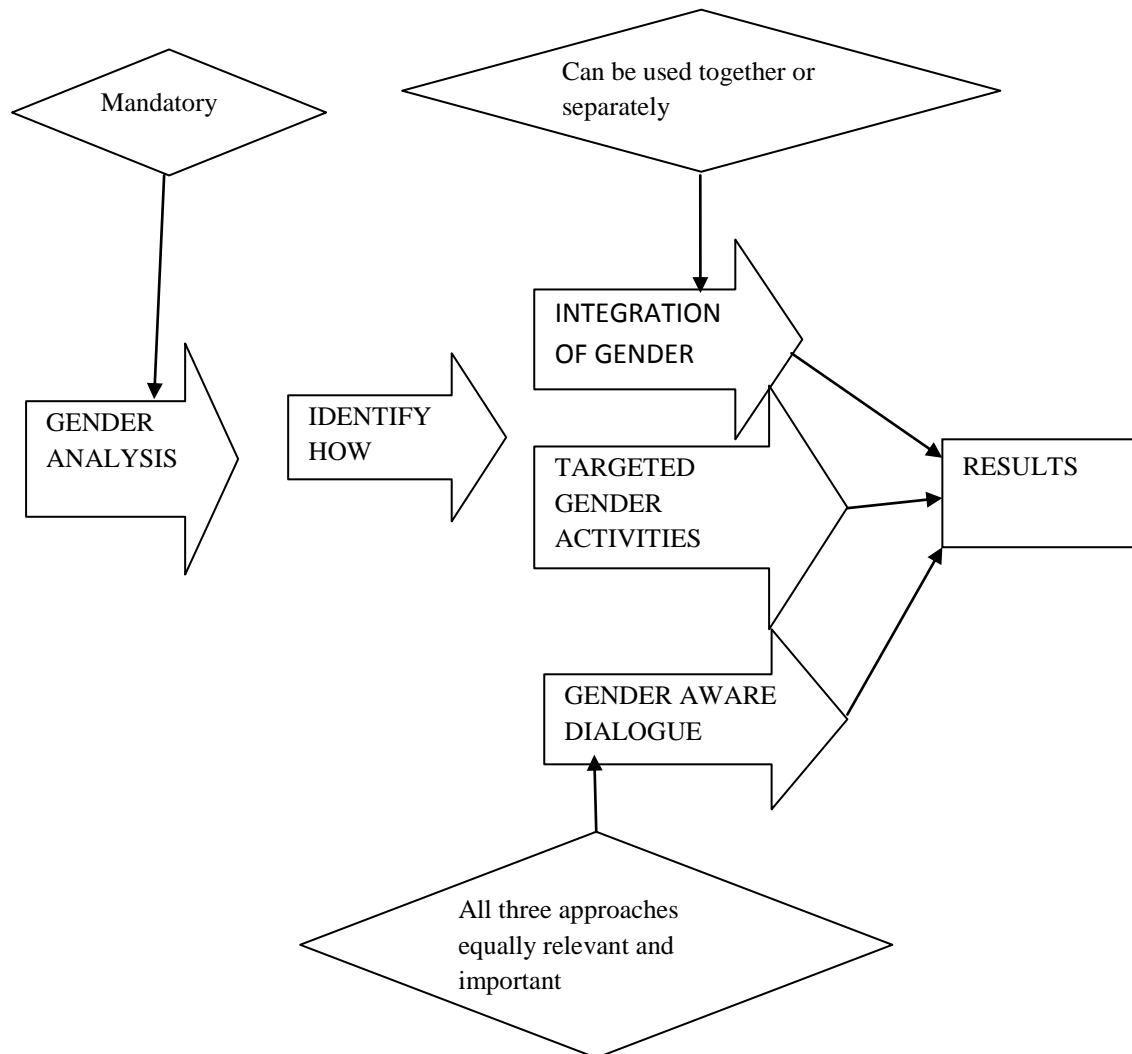
✓ The first step of gender mainstreaming is **gender analysis** as shown in module 4 and the next step is **identifying how.**

✓ The gender analysis is the basis for determining the issues a mainstreaming strategy can and should address and for identifying how the expected results/objectives are to be reached.

✓ The gender strategy must be strategic to a country's, sectors' and programs' long-term.

✓ The choice of approach should agree with the considerations made in the analysis of needs, demands, opportunities and constraints of the country and its women, men, girls and boys.

✓ A gender strategy must be based on a broad understanding of the context in which the activity is to be implemented and must have a clear goal towards gender equality.

✓ A gender strategy must be clear in its intentions and in how to achieve them and it should also make clear the actors responsible and the follow-up procedures.

Session Two: Approaches to Gender Mainstreaming

Time: 1 Hour

Objectives of the Session

By the end of this session, participants should be able to:

(i)   Identify the approaches to gender mainstreaming and integration

(ii)   Describe the key aspects integrating equality

Learning Resources

You will require the following resources. Flip chart/flipchart stand, plain papers, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and Process

The following methodology will be used in this session.

Step One: Ask the participants to explain approaches which can be used in gender mainstreaming and integration

Step Two: Ask them to explain the reasons for the appropriateness of each **(30 minutes).**

Step Three: Summarize the points given by the participants.

✓☞ The three approaches used when mainstreaming gender are: equality integration, targeted activities, and dialogue:

✓The gender strategy can have one or a combination of the approaches to mainstreaming gender equality.

✓It can include direct support supplemented with political dialogue on a certain issue or area, or any other combination of the three approaches.

✓There is no right or wrong regarding which approach to take and how to combine the methods.

✓Sometimes the integration of gender equality and the targeted gender activities overlap.

We shall now describe each of these approaches starting with the how to integrate gender equality.

1. **Integrating Gender Equality**

✓The approach applies a gender perspective throughout the intervention and takes this into consideration in whatever context or framework is at hand.

✓This approach is often mistaken for being the only mainstreaming approach and not simply one of the approaches.

?What are the key aspects in integrating equality?

- **A formulated objective**

Gender equality is clearly formulated as a goal of the program or intervention, with activities and resources (financial and human) linked to it.

- **Visibility throughout the intervention**

The gender perspective and gender equality is visible throughout the intervention in all, or most, of its components and activities.

- **Link and impact on the overall intervention**

The gender equality components (or the specific activities) that are included are clearly related and have an impact on the rest of the intervention and should generate a process and results.

- **Women and men, girls and boys**

The gender dimension refers to women and men (and/or girls and boys) and their roles and relationships, and not only to women or to men.

2. **Targeted Gender Activities**

✓ By targeting certain issues and groups, a program or project can focus on a particular area of concern as a method for contributing to a long-term goal of gender equality.

✓ Targeted activities will be even more efficient and have a greater impact if combined with political dialogue on the issues targeted.

? What are the key aspects of targeted gender activities?

- **Narrow**

The scope of intervention is narrow and clearly defined.

- **Specific group**

Targeting can be used when there is a need to focus on a specific group. For example, a special group could consist of women/girls only or men/boys only. The group could also consist of both men and women, but be specific in other aspects (such as targeting people of a certain ethnicity, sexual orientation, gender identity and gender expression, or people living in a neighbourhood, village, institution or other). Common reasons for targeting a group include that the group is discriminated against, there are risks in involving the population as a whole, and the group has special needs which cannot be addressed otherwise.

- **Specific issues**

Targeting is used commonly for addressing a specific issue such as sexual and reproductive rights and gender-based violence. Targeted programs for women's entrepreneurship/productive labour or political participation are also common and efficient. Common situations include that the issue needs to be highlighted and addressed, that it is new or that it is a sensitive issue.

- **Efficient**

Targeting an issue or a group should be done when the gender analysis concludes that this would be the most efficient approach. Targeting takes place by supporting projects or programs dealing directly with these issues or by supporting a group of stakeholders central to these issues.

3. **Conducting a Gender-aware Dialogue**

✓ The institutions and donor agencies and other stakeholders have a general role as dialogue partners.

✓ Typical situations and roles that can be identified for stakeholders, institutions and donor agencies' work include:

a) *Advancing* important the country's, institutions and donor agencies' positions,

b)*Participation* in an on-going dialogue with partners, and

c)*Strengthening* the capacity of the institutions/communities.

2.4.5 Key Message/Summary

Gender is not only about women – it is about the relations between women and men with different roles and unequal exercise of power.

Gender mainstreaming is an analytical tool for program officers. It is a means to achieve results, not a goal by itself. It involves considering women's, girls', boys' and men's needs and situations in the design, implementation, monitoring and evaluation. Gender mainstreaming is an approach whereby the situation, conditions and opportunities of women and girls are highlighted and taken into consideration. Effective mainstreaming is achieved through a limited number of strategic and prioritised interventions within the supported sector/ program/project.

There are certain issues that need to be considered when assessing the design of projects/programs, proposals, reports, monitoring and evaluation or other relevant documents as well as in dialogue with stakeholders. For example: Are there differences between women and men, girls and boys, regarding the following?

➢Roles and power within decision making-consider that a change of gender roles can lead to changes of power with both positive and negative consequences;

➢Division of labour, formal and informal (e.g. within the household, community, workplace);

➢Rights – formal legislation as well as realisation of rights;

➢Access to and control over resources, services and opportunities (e.g. land, credit, property, education, health, communication services etc.);

➢Participation/consultation and representation, as actors and beneficiaries, as well as within politics and governance;

➢Values and norms that affect the behaviour and opportunities within the sector;

➢Environment and climate change conditions and factors;

➢Different sexual reproductive roles and needs;

➢Security for women and men, including gender-based violence.

In identifying the differences in needs you need to think about the following:

➢Objectives and expected results include gender mainstreaming issues and have efficient financial and human resources;

➢ Gender sensitive process and result indicators – quantitative as well as qualitative;

➢ Gender sensitive language i.e. words like people, population, beneficiaries, vulnerable people often hide the fact that women's and men's needs are different;

➢ Sex and age disaggregated data is crucial to address gender inequalities. Look for these both in the analyses and baseline as well as in the result frame work;

➢ Partners' capacity on gender issues (staff, organisational structure and guidelines/manuals);

➢ Follow up gender issues in narrative and financial reporting and agreement conditions;

➢ Include gender issues in budgets, procurements, etc.;

➢ Local organisations such as cross border traders associations may possess crucial information on gender relations, cultural values and social norms which could influence the programme.

2.4.6 Questions and Answers

As an instructor and on a daily basis assign a group of participants to provide a quick summary of the content of the previous day and key learning points. Or simply float this in the plenary and get responses from participants. You can also ask the participants to ask questions or seek clarification on any areas that they did not understand and you can allow other participants to help in answering the questions and thereafter, give a final answer or clarification. Thereafter, give the participants the following assignment.

1. Describe the process you would use in gender mainstreaming the trade policy making process in your country.

2.5: Module 5: Gender Responsive budgeting

2.5.1 Introduction

One of the areas identified by border officials for training during the training needs assessment was gender responsive budgeting. This module introduces participants to the specific understanding of budget statement; preparation of a budget including the main actors in the process; gender initiative in budgeting; gender responsive budgeting; gender budget analysis; gender budget analysis tools and approaches and gender budget initiatives from within government. The module is organized in sessions which you can apply when conducting this training on gender responsive budgeting. The module will take 4 hours to train.

2.5.2: Objectives

The main objective of the module is to seek to offer clarity and understanding of the conceptual, technical and political elements of gender responsive budgeting.

By the end of this module, the participants should be able to:

✓Prepare gender responsive budgets;

✓Undertake gender budget analysis;

✓Apply gender budget analysis tools and approaches;

✓Monitor and evaluate government initiated gender responsive budgets;

2.5.3: Training Methodology

As a facilitator, us interactive and participatory training delivery methods by challenging the participants' creativity in preparation, analysing and monitoring and evaluating gender responsive budgets. You can make use of power point presentations, hands-on activities and/or case studies. Given that this module shall essentially entail a participatory approach in the Sessions delivery, the following are the requirements for all the three sessions;

✓Flipchart

✓LCD Projector

✓Computer

✓Writing materials

✓Copies of relevant documents

2.5.4: Sessions

Session 1: Gender-Responsive Budgeting: Definitions

Time: 1 Hour 30 minutes

Objectives of the Session

By the end of this session, participants should be able to:

    (i)   Define the term budget

    (ii)   Define and describe the term gender responsive budgeting

    (iii)   Explain the purpose of gender responsive budgeting

Learning Resources

You will require the following resources. Flip chart/flipchart stand, plain papers, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and Process

The following methodology will be used in this session. As a facilitator, it is suggested that you apply the following steps for this session.

Step one

Facilitate a 20 minutes brainstorming session on the participants' understanding of the terms; gender, budget, budget processes and gender responsive budgeting.

Ask the participants to share their ideas randomly or in turns to get their general understanding of the critical terms and the process of gender responsive budgeting. At this stage ensure that the ideas from the floor are not criticized or discussed; participants may build on ideas voiced by others.

During this session the possible questions for brainstorming would be:

√ What is a "budget"?

    ✓ Who are the actors of budget" preparation"?

    ✓ What is your understanding of the term "gender"?

    ✓ What does the phrase "gender-responsive budgeting" mean to you?

    ✓ What is the "purpose" of gender responsive budgeting?

Activity 1

After discussing the ideas from the participants for about 10 minutes, list the answers as given from them on a flipchart without any changes and post them visibly on the wall throughout the training workshop.

A Budget

Summarize the results of the brainstorming session and highlight the following:

- ✓ A budget is the single most important policy tool of government which shows the public expenditures and revenues and it affects the implementation of all policies of government.
- ✓ Budgets are prepared by governments and involve peoples' participation in the identification of priority areas.
- ✓ Government budgets reflect governments' social and economic priorities and the level of political will to address development challenges such as poverty, inequalities between women and men, and social exclusion.
- ✓ Budgets are prepared at national, regional or local levels of government.
- ✓ Budgets are prepared by bureaucrats in government departments with close consultations with the peoples' elected assemblies, as organized by elected representatives.
- ✓ Government Ministries, Departments, agencies and civil society organizations are also involved in the budget preparation process which is a participatory process.
- ✓ Households are also involved preparation of household budgets to track their incomes and expenditures and this ideally should involve all members of the household including children.
- ✓ Gender refers to socially constructed identities, attributes and roles for women and men.
- ✓ The social and cultural meaning of gender is basically attached to the biological differences between women and men that result in hierarchical relationships between women and men.
- ✓ Gender also reflects (from a social perspective) an unequal distribution of power and rights that often favours men and disadvantages women.

- ✓ Gender responsive budgeting is not a process to ensure separate budgets for women or men.
- ✓ Gender responsive budgeting encourages that gender equality principles be incorporated into all stages of the budget process.
- ✓ Gender responsive budgeting ensures that the needs and interests of individuals from different social groups (sex, age, race, ethnicity, and location) are addressed in expenditure and revenue policies.
- ✓ Gender responsive budgeting involves analysis of actual expenditures and revenues on women and girls/men and boys.
- ✓ Gender responsive budgeting is a process or means to achieving gender equality and women's empowerment which is critical in a country's economic development agenda.
- ✓ Gender responsive budgeting initiatives utilize various tools, approaches and strategies to monitor the outcomes, outputs, activities and inputs of budgets with a gender perspective.

Step two

Facilitate a 10 minutes brainstorming session for the participants to discuss in their own opinion, the purpose of gender responsive budgets in their organizations/country's budgets within the existing pattern of gender differences and inequalities.

 Activity 2

Allow a further 10 minutes random discussion on the participants' results on their understanding of the purpose of gender responsive budgeting at the plenary. Write the answers as given by the participants on a flipchart without any changes.

 Purpose of Gender Responsive Budgeting

Summarize the results presented by the participants on a flipchart and highlight that the purpose of gender responsive budgeting includes but is not limited to the following;

- ✓ To assist in raising awareness and understanding about gender issues within a budgetary and policy perspectives.
- ✓ To assist in changing and refining government/organizations budgets and policies to promote gender equality.

✓ To facilitate governments/organizations to be accountable for their budgetary and policy commitments on gender equality.

✓ To facilitate elimination of possible gaps between stated policy objectives and practice.

✓ To promote a link between the sets of knowledge on gender and a government budget in terms of priority areas.

✓ To assist governments/organizations to decide how policies need to be made, adjusted and reprioritized based on a gender perspective.

✓ To enhance effective policy implementation in terms of checking if budgetary allocations are in line with policy commitments and the desired impact.

Session 2: Tools for Gender Budget Analysis and Application of Tools

Time: 1 Hour 30 minutes

Objectives of the Session

By the end of this session, participants should be able to:

(i)   Define the term budget analysis

(ii)   Explain the purpose of gender budget analysis

(iii)   Identify the commonly used tools of gender budget analysis

(iv)   Describe the tools of gender budget analysis

Learning Resources

You will require the following resources. Flip chart/flipchart stand, plain papers, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and Process

The following methodology will be used in this session.

Step One

Facilitate a 20 minutes brainstorming session for the participants to discuss on their knowledge about gender budget analysis and tools and application of such tools and approaches. Ask each of the participants to share their ideas on the Sessions of the session randomly or in turn without being criticized. You can also encourage them to build on each other's ideas.

As a facilitator, guide the brainstorming session by asking the following possible questions;

? √What is your own understanding of gender budget analysis?

✓ What is the purpose of gender budget analysis?

✓ What are the commonly used tools of gender budget analysis?

✓ How are these tools applied or used?

Activity 1

Responses provided during the brainstorming session should be written on a flipchart without any other comments or changes. After discussing the ideas from the participants for 10 minutes, a list of the responses can be posted visibly on the wall throughout the training workshop.

Gender budget analysis as a process

As a facilitator summarize the results of the brainstorming session and highlight the following points on **gender budget analysis as a process**:

✓ A gender budget analysis is a process of reviewing a budget in detail with a gender perspective.

✓ Gender budget analysis is a process which involves, finding the difference between actual and expected budgetary allocations on various items on a gender basis.

✓ Gender budget analysis focuses on establishing possible variances which may be favorable or unfavorable in terms of the expected outcomes affecting women and men.

✓ Gender budget analysis also provides a framework for possible recommendations on the established favorable or unfavorable budgetary variances as they affect women and men.

Purpose of Gender Budget Analysis

Bring in the aspect of the **purpose of a gender budget analysis** by stating following;

✓ Budgets are the most important policy tools of a government/organization and they reflect its priorities and values and hence should be gender responsive.

✓ The purpose of budget analysis is to understand how government/organization's money is being spent and managed, and whether the budget meets the strategic goals of achieving equity and equality among the various social groups.

- ✓ Gender budget analysis is carried out for purposes of finding out the extent to which budgetary allocations are gender responsive.
- ✓ Gender budget analysis is used to find out possible socio-economic discrimination against women which is against the advancement towards the realization of women's human rights.
- ✓ Gender budget analysis interrogates issues of equality and equity in raising public revenues and expenditures in terms of the impact on women and men.
- ✓ Gender budget analysis is used to analyze issues of poverty among women (more women are affected than men in most cases) by interrogating the public expenditures on their socio-economic programs and projects.
- ✓ Gender budget analysis is used as a monitoring process for the sufficiency of funds allocation to the various socio-economic programs and projects and especially to the vulnerable groups in society.
- ✓ Gender budget analysis is used to interrogate the level of accountability and transparency in public resources management for the economic and socio good.
- ✓ Gender budget analysis is also used interrogate the level of access to public resources by women and other vulnerable groups through the government budget.

👉 **Step three**

Facilitate a brainstorming session for 10 minutes to allow participants to discuss randomly the commonly used tools of gender analysis.

🧑‍🏫 **Activity 2**

Receive the responses as provided out of the brainstorming session and write them on a flipchart without any changes. Facilitate a discussion on the ideas presented out of the brain storming session for 10 minutes and list the responses as they are given by the participants.

👉 **Tools of Gender Responsive Budgeting**

As a facilitator summarize the range of technical tools used in analysing gender-responsive budgeting. Mention that the common tools of gender budget analysis have been proposed by feminist economist Diane Elson, and are not necessarily comprehensive and highlight them as follows;

- ✓ *Gender-Aware Policy Appraisals:* Finding out how policies and programmes reflect women's and men's different needs and priorities.

- ✓ *Sex-disaggregated Public Expenditure Benefit Incidence Analyses:* Finding out how women and men benefit from expenditures on public services, e.g. education, trade, health units or agricultural extension services.

- ✓ *Sex-disaggregated Beneficiary Assessments of Public Service Delivery and Budget Priorities:* Finding out how public investments in infrastructure and the provision of public services address women´s and men's different needs and priorities.

- ✓ *Gender-Aware Public Expenditure Tracking Surveys:* Finding out how allocated funds reach differently to female and male beneficiaries.

- ✓ *Sex-disaggregated Analyses of Budget Impact on Time Use:* Finding out how expenditures impact differently on women´s and men's time use.

- ✓ *Sex-disaggregated Revenue Incidence Analyses:* Finding out how women and men are affected differently by the kind of revenues raised by governments such as direct tax (income, corporate taxes) and indirect taxes (value added tax) or user fees.

- ✓ *Gender-Aware Medium Term Expenditure Frameworks (MTEFs):* Finding out how MTEFs incorporate macroeconomic models with sex disaggregated variables and the care economy.

- ✓ *Gender-Aware Budget Statements:* Finding out how governments provide information on their actions to reduce gender inequalities in their annual budget statements.

Mention that gender budget analysis tools apply in all sectors in which women and men operate in terms of their socio-economic engagements with a view to attain appropriate budgetary allocations.

In general, these tools need to be adapted when analysing both national and local governments' budget initiatives. Each initiative needs to choose which tools to apply based on which actors are involved, the nature of the political and budget management systems, and a range of other factors.

Session Three: Gender Budget Initiatives from within Government

Time: 1 Hour

Objectives of the Session

By the end of this session, participants should be able to:

(i) Explain the purpose of budget making process

(ii) Describe the items considered in the budget preparation process

(iii)   Describe the common budget classifications

(iv)Identify the point/stage when a gender perspective is integrated in the budget preparation

(v) Describe the process of incorporating a gender perspective in a budget policy statement of government

Learning Resources

You will require the following resources. Flip chart/flipchart stand, plain papers, felt pens, masking tape, Meta cards, LCD projector and computer

Methodology and Process

The following methodology will be used in this session.

Step One

Divide the participants into groups and allow them a 20 minutes brainstorming session to discuss the gender budget initiatives from within government and specifically focusing on government-led gender budget initiatives. Ask the participants to share their ideas freely without being criticized and encourage them to build on each other's ideas.

During this session possible questions for brainstorming may include;

? √What is the purpose of a "budget?

✓What is covered/ considered in the budget preparation process?

✓What are the common budget classifications/Votes?

✓At what point/stage is a gender perspective integrated in the budget preparation?

✓How then is a gender perspective incorporated in a budget policy statement of government?

Activity 1

Responses provided during the brainstorming session should be written on a flipchart without any comments, notes or questions for 10 minutes. After discussing the ideas from the participants, list the responses visibly on the wall throughout the training workshop. This is basically to have the participants gauge their personal knowledge on gender budget initiatives from within government which is the focus of the session.

Summarize the results of the brainstorming session by highlighting the following issues on gender budget initiatives from within government;

☞ **Purpose of budget making process**

✓ Budgets are essentially useful for government/organization's planning which is both bureaucratic and political in nature.

✓ Budgets are used to determine how government/organizations mobilize and allocate public resources.

✓ Budgets are used to shape policies, set priorities and provide the means to meet the social and economic needs of the people.

☞ **Therefore what should happen?**

✓ There should be a gender budget to accommodate inequalities in the public resources management.

✓ Gender responsive budgeting should then reflect a participatory process which should result to a gender-aware budget statement.

✓ Gender responsive budgets should give more voice to women's concerns.

☞ **What is covered in the budget making process?**

✓ Budgets should show total public expenditures, revenues and revenue sources.

✓ Budgetary allocations in respect of programs/projects should be in line with the relevant policy guideline(s).

Hence,

✓ The expenditures and revenues to be covered should take into account analysis of the pattern of gender inequality, women's priorities and government policy on gender inequality in the country concerned.

☞ **Common budget classifications-Ways of presenting budget figures**

✓ **Line item**: expenditure by payments (salaries, travel, equipment, buildings, etc.);

✓ **Functional**: expenditure by broad purpose (police, defense, education, health, transport, etc.).

✓ **Economic**: financial operations by economic impact (capital and current expenditures and revenues; subsidies; transfer payments; interest payments; financing operations).

✓ **Administrative**: expenditure by institution responsible for managing funds.

- ✓ **Program**: expenditures according to programs, considered as a set of activities undertaken to meet set strategic objectives.
- ✓ **Jurisdiction**: revenues and expenditures by geographical area of impact.

☞ **Implication of Budget classification**

- ✓ The line item, functional, and administrative classifications are designed primarily for control purposes, to keep expenditures within the legal bounds enacted in the budget legislation.
- ✓ The economic classification is designed to facilitate analysis of impact on the macro economy.
- ✓ The program and jurisdiction classifications are particularly appropriate points of departure for inequality analysis, but in some countries they are not available, or are underdeveloped.

☞ **Integration of gender perspective**

The gender budget initiative may target a particular phase of the budget cycle:

- ✓ Planning phase so as to identify objectives;
- ✓ Appraisal phase so as to identify financial allocations to meet objectives;
- ✓ Audit phase to identify any misallocation/misappropriation of funds;
- ✓ Evaluation phase so as to assess the extent to which objectives have been met.

However note that;

- ✓ Planning and appraisal procedures are often constrained by commitments to existing activities, which may be difficult to change.
- ✓ Audit and evaluation systems should feed back into planning and appraisal but at best will do so with a lag, since next year's budget must be prepared before this year's budget has been audited and evaluated.
- ✓ Therefore the links between stages are often weak since the budget may be linked to a multi-year expenditure plan, which may be targeted along with the yearly budget.

The final session of the module should be should be an appropriate hands-on exercise which will allow participants to apply the skills and knowledge developed during the training session by drafting a gender responsive budget.

Ask the participants to do the following exercise.

Exercise

1. Go through a government budget statement and identify possible areas where gender issues could possibly be included.

2. Make propositions for an inclusion of the gender perspective.

3. Note your findings on a flip chart paper.

4. Think of other budget guidelines and formats that should be revised from a gender perspective.

5. Report back to the plenary.

2.5.5: Key Messages/Summary

Summarize this module by emphasizing the following ideas about the gender responsive budgeting;

Objectives of gender responsive budgeting

✓ The objective of gender responsive budgeting is to promote equality between women and men by influencing the budgeting process.

✓ Gender-responsive budgeting (GRB) initiatives seek to raise awareness of the effects that budgets have on women and men, hold governments accountable for their commitments to gender equality, and achieve gender-responsive budgeting.

Meaning of gender-responsive budgeting

✓ Gender responsive budgeting is a process of conceiving, planning, approving, executing, monitoring, analyzing and auditing budgets in a gender-sensitive way.

✓ Gender responsive budgeting involves analysis of actual expenditure and revenue on women and girls/men and boys.

✓ Gender responsive budgeting is a tool for effective policy implementation where one can check if the allocations are in line with policy commitments and the desired impact.

✓ Gender responsive budgeting is a tool or means to achieving gender equality and women's empowerment

Importance of gender-responsive budgets (GRBs)

✓ Gender responsive budgets mean advancement towards realization of women's human rights

✓ Gender responsive budgets help alleviate poverty more effectively given that generally women are worse off than men belonging to the same socio-economic strata, and women and men experience poverty differently.

✓ Gender responsive budgets help monitor the achievement of policy goals since many policy commitments can only be achieved if sufficient funds are allocated for their implementation.

✓ Gender responsive budgets enhance economic efficiency given the fact that there is a positive correlation between diminishing gender inequality and higher growth rates.

✓ Gender responsive budgets enhance women's productivity increases with their access to information/credit and the general productivity goes up in a society that is more equal.

Framework for budget analysis

✓ A Situational analysis of women and men, girls and boys in all sectors of the economy.

✓ An assessment of the extent to which each sector's policy addresses the gender issues and gaps that may be identified including an assessment of the relevant legislations, policies and programs.

✓ An assessment of the adequacy of budget allocations to implement the gender-responsive policy in each of the sectors

✓ Undertake a monitoring exercise on whether the money was spent as planned, what was delivered and the beneficiaries.

✓ Carrying out an impact assessment to ascertain whether the policy as implemented changed the situation as described when a situation analysis was done in the direction of greater gender equality.

What then should be done?

✓ Conduct gender budget analysis which can be done by assessing the government/organizational policy and program expenditures and revenues for their impact on women, girls, men and boys (as well as different groups of women and men categorized by income, age, ethnicity, etc.).

✓ Change budget priorities (if needed) so that gender equality is promoted.

✓ In light of these gender budget analyses, implement strategies and actions that result in a budget that promotes women's empowerment and gender equality.

✓ Conducting a gender budget analysis and changing budget priorities will produce a gender responsive budget.

Tools of gender budget analysis

- ✓ Gender-aware policy appraisal evaluation of public expenditure by sectors

  Aim: To analyze policies and programs funded by the budget from a gender perspective by asking in what ways policies and their associated resource allocations are planned and if actually they reduce or increase gender inequalities.

- ✓ Sex-disaggregated beneficiary assessment of public service delivery and budget priorities

  Aim: To collect and analyze the opinions of men and women on how current forms of public service delivery meet their needs and how far current patterns of public expenditures fit in with their priorities.

- ✓ Sex-disaggregated public expenditure incidence analysis

  Aim: To analyze the extent to which men, women, girls and boys benefit from expenditure on public services.

- ✓ Sex-disaggregated public revenue incidence analysis

  Aim: To analyze the impact of the kind of revenues raised by the government on women and men.

- ✓ Sex-disaggregated analysis of impact of budget on time use

  Aim: To analyze the impact of government resource allocation on the amount and the way time is spent in the households.

- ✓ Gender-aware medium-term macroeconomic policy framework

  Aim: To interrogate gender-blind assumptions of macro-economic models and to incorporate gender variables into models on which medium-term public expenditure planning are based.

- ✓ Gender-aware budget statement

  Aim: To review the budget using some of the other tools and to summarize its implications for gender equality with different indicators.

However note:

There is no single formula for gender budget analysis. Gender budget analysis differs in the following perspectives:

- ✓ Political and institutional nature of the organization
- ✓ Coverage/scope
- ✓ Stage of the budget cycle (preparatory, implementation, evaluation etc.)
- ✓ Profile given to gender budget issues (evidence of the institutional commitment)

2.5.6: Questions and Answers

The whole module on gender responsive budgeting should be completed by asking participants if they have any questions or comments related to the presentation. The feedback from the participants should assist you to make useful changes to future presentations.

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 Other training materials and further readings

Suggested websites

International   Budget   Partnership   –   Gender budgets:http://internationalbudget.org/ibp_publication_categories/gender-budgets/

OECD - Development effectiveness, gender equality and women's empowerment: http://www.oecd.org/dac/genderdevelopment/developmenteffectivenessgenderequalityandwomensempowerment.htm

UN Women - Gender-responsive budgeting: http://www.gender-budgets.org/

University of South Australia – Gender-responsive budgeting in the Asia-Pacific region: http://www.unisa.edu.au/genderbudgets

APPENDIX 1

COMESA Gender Policy

The main objective of the COMESA Gender Policy is to facilitate the mainstreaming of gender perspectives into all policies, structures, systems, programs and activities of COMESA in order to make them gender responsive and contribute to the effective achievement of sustainable socio-economic development in the region.

In order to achieve the above policy statement, COMESA is committed to:

➢ Mainstreaming gender perspectives in the conceptualization, formulation of all policies, planning, programming, implementation, monitoring and evaluation of all programs and activities;

➢ Promoting the full, effective, equal and meaningful participation and benefit of women and men in all areas of regional integration and co-operation with emphasis on trade and investment;

➢ Ensuring that policies, programs and activities aimed at eradicating poverty are gender responsive;

➢ Ensuring that regional interventions encourage and support changes in attitudes, structures and mechanisms in order to eliminate gender biases;

➢ Eliminating gender inequalities and ensure women's economic empowerment and equal access to and control of resources and opportunities;

➢ Giving special attention to positive and affirmative action to redress all gender inequalities;

➢ Ensuring that there is sufficient and permanent expertise on gender issues at all levels in the COMESA Secretariat;

➢ Enhancing the capacity of the COMESA Secretariat to facilitate implementation of the Gender Policy.

➢ Encouraging the mainstreaming of gender within member states and strengthen co-ordination and linkages between the COMESA Secretariat and member states on policy and practice;

➢ Ensuring adequate financial and other resources for mainstreaming gender perspectives into COMESA activities;

➢ Ensuring that gender analysis is mainstreamed at the macro-,meso- and micro-levels;

➢ Ensuring the generation, collection, analysis and use of sex disaggregated data and information at all levels;

- Ensuring the equal representation of women and men in the decision-making of member states, COMESA structures and it's institutions at all levels;
- Addressing the cross-cutting socio-economic issues such as: HIV/AIDS, human rights, environment, drug abuse, peace and security within all policies, plans, strategies and programs of COMESA from a gender perspective;
- Ensuring the mainstreaming of HIV/AIDS and human rights in all it's policies and programs;
- Integrating the gender policy measures in each sector to ensure the policy is implemented and that the implementation is coordinated, monitored and evaluated;
- Promoting mainstreaming of gender concerns in regional and international institutions and initiatives that contribute to the enhancement of the COMESA vision;
- Promoting partnerships with the Private Sector, Civil Society, international and regional institutions and other Stakeholders for effective implementation of the Gender Policy.

APPENDIX 2

Gender and Cross Border Trade

Women as informal cross-border traders face gender-related barriers because of cultural norms that may determine which modes of transportation are appropriate for women. Gender differences exist in the perception, availability and use of many means of transport, especially in developing countries. Women's control even over simple means of transport, such as bicycles, animals and carts, may be limited. This imposes an obstacle on women to reach markets where their products can fetch fair prices and conditions in a timely manner.

Female informal cross-border traders may also face harassment by customs officials. As a result, they often get an unfair deal both as sellers and as buyers.

APPENDIX 3

Glossary of Words

ADVOCACY

Advocacy is an activity by an individual or group which aims to influence decisions within political, economic, and social systems and institutions.

The definition of advocacy is the act of speaking on the behalf of or in support of another person, place, or thing. An example of an advocacy is a non-governmental organization that works to help women of domestic abuse who feel too afraid to speak for themselves.

EMPOWERMENT

This is the process of generating and building capacities to exercise control over one's life. Empowerment programmes for women provide a climate where they can develop critical thinking skills, reactivate their minds and reorganise their perceptions about themselves and the environment in which they live. An empowerment programme would also offer women the opportunity to question and analyse issues in a different perspective in order for them to overcome the subordination syndrome and emphasise self-actualisation, self-identity and positive validation.

GENDER

This is the socially constructed roles and responsibilities assigned to women and men in a given culture or location. Gender identity is learned and changes over time.

GENDER ANALYSIS

This is an organised approach for considering gender issues in the entire process of programme or organisational development. The purpose of gender analysis is to ensure that development projects and programmes fully incorporate the roles, needs and equal participation of women and men. Gender analysis requires separating data and information by sex (known as gender disaggregated data) and understanding how labour, roles, needs and participation are divided and valued according to sex (whether one is a man or a woman). Gender analysis is done at all stages of development projects.

GENDER ANALYSIS MATRIX

This is a gender analysis model developed for grassroots use. It has four levels of analysis (women, men, household and community) and four categories of analysis (potential changes in labour, time, resources and socio-cultural factors).

GENDER AND DEVELOPMENT

This is an approach to development that shifts the focus from women as a group to the socially determined relations between women and men. Gender and development (GAD) focuses on social, economic, political and cultural forces that determine how men and women can participate in, benefit from and control project resources and activities.

GENDER AWARENESS

Gender awareness is the understanding that there are socially determined differences between men and women based on learned behaviour, which affect ability to access and control resources.

GENDER BALANCE

Gender balance refers to the ration of women to men in any given situation. Gender balance is achieved when there are approximately equal numbers of men and women present or participating. This is sometimes also referred to as gender parity.

GENDER-BASED VIOLENCE

Gender-Based refers to any act of violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, girls, boys and men on the basis of gender.

GENDER BIAS

This is the tendency to make decisions or take actions based on gender, resulting in arrangements that favour one sex over the other.

GENDER BLINDNESS

This is the inability to perceive that there are different gender roles and responsibilities and a gender-based hierarchy. It is a lack of recognition that gender is an essential determinant of

life choices available to us in society; and, consequently, the failure to realise that policies, programmes and projects can have different impact and effects on women and men.

GENDER DISAGGREGATED DATA

This is the statistical information that differentiates between men and women, for example "number of women and men in the labour force" instead of "number of people in the labour force." This disaggregation allows one to see where there are gender gaps.

GENDER DISCRIMINATION

It is the prejudicial treatment of an individual based on gender stereotype (often referred to as sexism or sexual discrimination).

GENDER DISPARITIES

These are differences between men and women in respect to their status, situation, rights, responsibilities, or other attributes. Also known as inequality of outcome, disparities are not always the result of gender discrimination (e.g. women's ability to bear children), but in most cases, seemingly "natural disparities are often the result of direct or indirect discrimination.

GENDER DIVISION OF LABOUR

These are the different work, responsibilities and activities that are assigned to men and women as a consequence of their socialisation patterns. It is the identification of tasks as "men's work" or "women's work".

GENDER EQUALITY

It refers to an equal sharing of power between women and men, in their equal access to education, health, administrative and managerial positions, equal pay for work of equal value and equal seats in parliament. It entails the same status, rights and responsibilities for women and men.

GENDER EQUITY

It is the fair distribution of resources and benefits between women and men, according to cultural norms and values. It is usually based on the traditional perception that women and men do not necessarily have the same needs and rights.

GENDER GAP

It is the gap between men and women in terms of how they benefit from education, employment, services, etc.

GENDER IMPACT ANALYSIS

This is a specific type of gender analysis that is used to evaluate existing or proposed public policy or legislation. It analyses the existing and/or potential effects on both men and women (and various groups of men and women) that the policy has or will have.

GENDER ISSUES

These are specific consequences of the inequality of women and men.

GENDER PARITY

This is a numerical concept referring to equal number of girls and women, boys and men relative to their respective numbers in the population.

GENDER PERSPECTIVE OR GENDER LENS

Using a gender perspective means approaching or examining an issue and paying particular attention to the potentially different ways that men and women are or might be impacted. This is also called using or looking through a "gender lens". In a sense, it is exactly that: a filter or a lens that specifically highlights real or potential differences between men and women.

GENDER QUESTIONS

Gender questions are the starting point of any gender analysis. They seek to uncover the assumptions inherent in any statement or situation, and look below the surface to reveal hidden (potential or existing) differences between men and women. Gender questions can only be asked once gender stereotypes and assumptions about gender roles have been acknowledged and overturned.

GENDER RELATIONS

Gender relations examine the relative position of men and women in the division of resources and responsibilities, benefits and rights, power and privilege. The use of gender relations as an analytical category shifts the focus away from viewing women in isolation from men.

GENDER ROLES

These are ways in which a culture or society defines rights, responsibilities and identities of men and women in relation to one another.

GENDER SENSITIVE

This is being aware of the differences between women's and men's needs and their culturally determined roles, responsibilities and constraints.

GENDER STEREOTYPES

Gender stereotypes arise from (often out dated) presumptions about the roles, abilities and attributes of men and women. While in some specific situations, such stereotypes can be found to have a basis in reality; stereotypes become problematic when they are then assumed to apply to all men or all women. This can lead to both material and psychological barriers that prevent women and men from making choices and fully enjoying their rights.

GENDERED EFFECTS

These refer to the effects of any policy, action or situation that can be seen to have a different impact on men and women. The gendered effects of any policy, action or situation are what gender analysis and a gender perspective seek to uncover and make visible.

HARVARD ANALYTICAL FRAMEWORK

This is a gender analysis model that identifies and organises information about the gender division of labour in a given community according to three levels of analysis: the activity profile, the access and control profile, and the influencing factors. It is one of the first gender analysis frameworks to be developed.

LOBBYING

Lobbying is any attempt to influence legislation or policy. It can be direct lobbying or grassroots lobbying.

Direct lobbying is any attempt to influence legislation through communication with:

(i)   Any member or employee of a legislative body, or

(ii)   Any government official or employee (other than a member or employee of a legislative body) who may participate in the formulation of the legislation, but only if the principal purpose of the communication is to influence legislation.

A communication with a legislator or government official will be treated as a direct lobbying communication, if, but only if, the communication: (i) refers to specific legislation, and (ii) reflects a view on such legislation.

Grassroots lobbying is any attempt to influence legislation through an attempt to affect the opinions of the general public or any segment of the public. A communication with the general public will be treated as a grassroots lobbying communication if, but only if, it:

 (i)   refers to and reflects a view of specific legislation and

 (ii)   encourages the recipient of the communication to take action with respect to such legislation

Lobbying is a form of advocacy.

MOSER FRAMEWORK

It is a gender analysis model that concentrates on power relations between women and men and integrates a gender planning perspective in all development work by looking at women's triple role, practical and strategic gender needs and categories of women in development (WID)/gender and development (GAD) policy matrix.

PRACTICAL GENDER NEEDS

These are practical needs that are immediate and material and can be met in the short term through practical solutions.

SEX

These are the biological differences between women and men, which are universal, obvious and generally permanent.

SEXUAL HARASSMENT

Sexual harassment is the unwanted acts of sexual nature that cause discomfort to the harassed. They include words, persistent request for sexual favours or dates, gestures, touching, uninvited sexual overtures, coerced sexual intercourse and rape.

STRATEGIC GENDER NEEDS

Strategic gender needs are long term and relate to changes in position in society. They include legislation for equal rights and opportunities for increased participation in decision making.

TRIPLE ROLE OF WOMEN

This refers to the three types of work done by women: productive (all tasks that contribute economically to the household and community), reproductive (tasks carried out to reproduce and care for the household and community) and community (tasks carried out to support social events and services at the community level).

WOMEN IN DEVELOPMENT (WID)

This refers to an approach to development that focuses on women and their specific situation as a strategic group. WID projects frequently involved only women as participants and beneficiaries and failed to have a policy impact.

WOMEN'S EMPOWERMENT FRAMEWORK

This is a gender analysis model that traces women's increasing equality and empowerment through five phases: welfare, access, conscientisation, participation and control.